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ABSTRACT

A research project assessed the extent to which sex bias existed in Kentucky secondary vocational schools. The American Institutes for Research (AIR) Survey was administered to a statewide population of 483 secondary administrators/principals, counselors, vocational instructors, and traditional and nontraditional students; 406 responded. The Richardson, Davis, Ehresman (RDE) Survey was administered to the same populations and parents. Of 1,792 in the sample, 727 responded. (The RDE survey was a replication of a 1978-79 study.) Analysis of data from the AIR Survey revealed the following: (1) all groups had positive attitudes toward sex equity in the labor market and educational environment; (2) all believed that female and male vocational students would rather be in classes comprised of their respective sexes; (3) respondents questioned the belief that employers are willing to hire nontraditional student graduates; (4) all believed that sex discrimination was somewhat of a problem in the work force; and (5) respondents believed there was good support for all students in vocational education. The RDE survey findings indicated no difference in classroom treatment of traditional and nontraditional students. The results showed that vocational teachers tried to eliminate sex bias in their classrooms and that counselors did not treat traditional and nontraditional students differently. Recommendations were made for formal studies with employers and development of instruments and procedures to evaluate instructional materials for sex fairness. (Appendixes, the bulk of the document, include surveys, survey responses, and statistical comparison of particular group responses.) (YLB)

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FINAL REPORT

SEX ROLE STEREOTYPING AND SEX BIAS IN
SECONDARY VOCATIONAL EDUCATION IN KENTUCKY

by

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February 1989

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ABSTRACT

PROJECT TITLE: Sex Role Stereotyping and Sex Bias in Secondary Vocational Education in Kentucky

PROJECT DURATION: July 1, 1987 - December 31, 1988

OBJECTIVES: The objectives of this research project were to (1) assess the extent that sex bias exists in Kentucky Secondary Vocational Schools, (2) identify factors contributing to the enrollment of problems/barriers that nontraditional vocational students encounter upon enrolling in vocational education, (3) determine the effects of socioeconomic status, attitudes toward education and culture of the geographic area upon enrollment in nontraditional vocational courses, (4) compare results of the 1987-88 study with results of the Richardson 1978-79 study for identification of progress toward sex equity in vocational education, (5) identify the greatest needs in sex equity as perceived by students, teachers, counselors, and administrators, and (6) provide basic recommendations to aid in eliminating sex stereotyping and sex bias in vocational education in Kentucky.

PROCEDURES: Two instruments to assess the extent of sex stereotyping and bias were used in this project: the AIR Survey and the Richardson, Davis, Ehresman Survey. The AIR Survey was administered to a statewide population of secondary administrators/principals, counselors, vocational instructors, and traditional/nontraditional students. The Richardson, Davis, Ehresman Survey was also administered to a statewide population of secondary administrators/principals, counselors, vocational instructors, traditional/nontraditional vocational students, and parents of traditional and of nontraditional students.

CONTRIBUTION TO EDUCATION: The survey instruments assessed the extent of sex bias, identified factors contributing to the enrollment of nontraditional students, and identified barriers/problems affecting the enrollment of nontraditional students in vocational education programs. The project final report compares the progress made from 1979 to 1989 in Kentucky's efforts to provide sex-fair vocational education to all students in public education. And, this final report includes recommendations to aid in the elimination of sex bias.

PRODUCTS DEVELOPED: The following products have resulted from this project: (1) final report with recommendations to strengthen Kentucky's efforts to provide sex-fair vocational education to all students and (2) project evaluation form to provide feedback concerning research methodology and usefulness of research information.

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EVALUATION OF SEX EQUITY IN VOCATIONAL EDUCATION

CHAPTER I: CONCLUSIONS AND RECOMMENDATIONS

In 1978-79, Kentucky's Bureau of Vocational Education contracted with P. Richardson to make "An Analysis of Sex Role Stereotyping/Sex Bias in Secondary Vocational Education in Kentucky." As a result of that study, recommendations were made to gain more support for sex equity, develop more effective orientation programs, promote sex-fair methods of student selection, provide training for counselors, and to use interdisciplinary recruitment approaches. In 1988, the question asked was "Have there been changes from 1979 to 1989 in the status of sex role stereotyping/sex bias in secondary vocational education?"

To answer that question and to identify Kentucky's greatest needs in sex equity as perceived by students, teachers, counselors, administrators, and parents, the Richardson study was repeated along with the administration of the AIR Survey.

Based upon the findings reported in Chapter IV, the instrumentation and conditions during the survey, the following conclusions and recommendations are judged to be noteworthy.

Conclusions

The AIR Survey

1. Administrators, counselors, teachers and students had positive attitudes toward sex equity in the labor market and in the educational environment.
2. Nontraditional students of both sexes are more motivated to succeed in their programs than are traditional students in the same programs.
3. All four groups seem to believe that female and male vocational students would rather be in classes comprised of their respective sexes.
4. All four groups questioned the belief that employers are willing to hire nontraditional student graduates.
5. Counselors are not sure that women who do the same job as men earn the same salary.
6. All groups believe that it is important for women to prepare for full-time work outside the home and that they should have equal access to all occupations.
7. All groups seem to believe that sex discrimination is somewhat of a problem in the work force.

8. There seems to be a slight difference in opinions regarding sex equity efforts in instruction—use of evaluation sheets to review sex fairness of content/illustrations in teaching materials and the degree of satisfaction of employers with nontraditional employees.
9. All groups believe that course requirements were the same for both traditional and nontraditional students.
10. Instructors and both traditional and nontraditional students agree that nontraditional role models are used in the instructional program; however, these groups seem to disagree about experiential activities in nontraditional work settings—instructors say this is provided; students say it is not.
11. All groups believe that the environment supports sex-fair opportunities and instruction.
12. All groups believe that there is good support for both traditional and nontraditional students in vocational education programs and courses with the exception of day care services and public relations programs for employers and/or community organizations to alert them to sex inequities.

The Richardson, Davis, Ehresman Survey

1. There is no difference in the classroom treatment of traditional and nontraditional students.
2. Nontraditional students are made aware of problems and barriers that may be encountered when one seeks a nontraditional job.
3. Vocational teachers do try to eliminate sex bias in their classrooms.
4. Nontraditional students may feel uncomfortable in their courses.
5. All groups believe that nontraditional students will be able to get jobs in their fields.
6. Female students do have the math knowledge to complete requirements of trade and industrial courses.
7. Male students do have the finger coordination to perform typing skills required in office type courses.
8. Counselors do not treat traditional and nontraditional vocational students differently; they do try to eliminate sex bias in all career counseling.
9. Students believe they do have the necessary skills to get jobs when they finish their programs.
10. All schools have issued a policy statement of nondiscrimination in all vocational programs.

11. Parents and students are not aware of all the activities and efforts to eliminate sex bias, recruit nontraditional students, and place nontraditional graduates.
12. All groups do not agree as to the quantity and quality of family support for traditional and nontraditional students.
13. Friends are supportive of nontraditional students.
14. The major influence on students to enter and complete vocational programs--traditional and nontraditional--comes from the students themselves.

The findings and conclusions identified in this research project support the statement that "progress has been made in Kentucky's efforts to provide sex-fair vocational education training to all students in Kentucky's public education system." In comparison to the 1979 findings in the Richardson, Davis, Ehresman Study, the following changes seem to have taken place over the ten-year period since 1979:

1. All respondent groups believe that counselors exhibit sex-fair behavior and sex-fair treatment of nontraditional students.
2. All respondent groups felt that principals show sex-fair behavior and sex-fair treatment of nontraditional students.
3. Traditional students and their parents today agree with the other respondent groups that teachers attempt to eliminate sex bias.
4. The three major barriers cited in 1979 to enrollment of nontraditional students do not exist today.
5. Concerning schools in 1979 not optimally contributing to the enrollment of nontraditional students, the majority of the factors cited do not exist today.

Ten years later, there is still disagreement concerning the extent to which employers and community groups are made aware of sex equity problems, concerns, efforts to eliminate it, etc.

Recommendations

1. Formal studies should be conducted with employers to determine:
 - a. willingness of employers to hire graduates of nontraditional programs
 - b. equality of pay for entry-level nontraditional workers
 - c. satisfaction of employers with graduates of nontraditional programs
 - d. knowledge of employers of graduates of nontraditional programs concerning sex equity concerns/efforts in vocational training programs.

2. Formal written evaluation instruments and procedures should be developed and used to review instructional materials and media for sex fairness.
3. Additional research is needed to identify the type and amount of experiential activities in nontraditional work settings that are needed for quality, sex-fair vocational education. Using this research information as a foundation, role model experiential activities should be developed. Students indicated that such activities are not provided at the present time.
4. Public relations workshops should be developed and offered to make employers and community organizations aware of sex inequities and aware of Kentucky's vocational schools' efforts to provide sex-fair vocational training and opportunities.
5. Public relations materials and programs need to be developed to acquaint families and students with the educational efforts and activities to eliminate sex bias, recruit, support, and place nontraditional students.
6. Since all groups are unsure of the quantity and quality of family support for nontraditional students, additional research might provide significant insight to better enable school personnel to meet the needs of these students.

CHAPTER II: INTRODUCTION

The Education Amendments Act of 1976, Title II (P.L. 94-482), provides for the development and implementation of programs to overcome sex bias, sex role stereotyping and discrimination in vocational education. In keeping with the mandates of the Education Amendments Act, this research project is one of many efforts by the Kentucky Bureau of Vocational Education to eliminate sex bias, sex role stereotyping and discrimination in its vocational education programs. The project is an outgrowth of the Bureau's high commitment to providing equal vocational education opportunities to both sexes in the state of Kentucky.

Need for the Study

During the 1960's and 1970's, legislation was passed which placed major responsibilities on the states and on local administrators to be sure that all vocational education programs and activities were free from sex bias, sex role stereotyping, and sexual discrimination. In 1978-79, the Equal Vocational Opportunity Office (Kentucky Bureau of Vocational Education) felt that it needed an assessment of attitudes of vocational administrators, counselors, teachers, students and parents to get necessary insights to support its efforts to eliminate sex bias, sex role stereotyping and discrimination in its vocational education programs. Therefore, a contract was awarded to P. Richardson, H. Davis, and N. Ehresman, Western Kentucky University and the Research Coordinating Unit of the Bureau of Vocational Education, to collect and analyze data relative to attitudes toward sex bias, sex role stereotyping, and sexual discrimination in secondary vocational programs.

In analyzing data from the seven respondent groups (administrators, counselors, teachers, traditional students, nontraditional students, parents of traditional students, and parents of nontraditional students), Richardson, Davis and Ehresman concluded that:

1. All respondent groups had felt that vocational teachers exhibited sex-fair behavior and sex-fair treatment of nontraditional students.
2. All respondent groups believed that nontraditional students were treated fairly regardless of their gender.
3. Principals, counselors and teachers believed that counselors exhibited sex-fair behavior and sex-fair treatment of nontraditional students. However, traditional students and their parents and nontraditional students and their parents were uncertain about counselors' behavior and treatment of nontraditional vocational students.
4. Only principals and counselors felt that principals showed sex-fair behavior and sex-fair treatment of nontraditional vocational students.
5. All respondent groups felt that family and friends treated vocational students enrolled in a nontraditional program in a sex-fair way.
6. Principals, counselors, and vocational teachers agreed that vocational teachers were attempting to eliminate sex bias. Traditional students and their parents were undecided about teachers' attempts to eliminate sex bias.
7. Principals, counselors, and vocational teachers agreed that vocational students believed their school should support the elimination of sex bias. Traditional students and their parents and nontraditional students and their parents were undecided about whether teachers were attempting to eliminate sex bias.
8. Principals, counselors, and vocational teachers agreed that counselors have tried to eliminate sex bias in career counseling. Traditional students and their parents and nontraditional students and their parents were undecided about whether the counselor had tried to eliminate sex bias in career counseling.
9. Principals agreed that the principals have interpreted the need to eliminate sex bias to the community. Teachers, counselors, both student groups, and both parent groups were undecided about whether principals had interpreted the need to eliminate sex bias to the community.
10. All groups had moderate sex-bias attitudes.
11. Student groups and parents of traditional students believed schools were moderately contributing to the enrollment of nontraditional students. Parents of nontraditional students believed schools were

contributing to enrollments of nontraditional students in a moderately high way.

12. All groups had a moderately high attitude toward vocational education.
13. The three major barriers to nontraditional enrollment as identified more often by the groups were as follows:
 - a. Comparisons made by the vocational teachers between performance skills of male and female students.
 - b. Beliefs that nontraditional vocational enrollees were uncomfortable in class.
 - c. Feelings that some vocational courses were more appropriate for one sex than the other sex.
14. From the surveys, seven major problem areas cited more often by the groups regarding schools not optimally contributing to the enrollment of nontraditional students were as follows:
 - a. Vocational teachers did not adequately explain the possible problems and barriers to students seeking a nontraditional job.
 - b. Vocational teachers did not encourage all students to notify them if a nontraditional student received unfair treatment.
 - c. Counselors did not emphasize higher salaries and job benefits to be obtained in jobs that have been traditionally for men only.
 - d. Counselors have not counseled with parents of nontraditional students.
 - e. Principals did discriminate in the use of enrollment in the use of equipment and restroom facilities for either sex.
 - f. Principals have not conducted sex bias awareness training for school personnel.
 - g. Families of nontraditional students did not demonstrate interest and support for the vocational school by personal contacts with the school. (Richardson, Davis and Ehresman, pp. 59-63) .

The Richardson, Davis, Ehresman study did find the existence of sex-bias attitudes within secondary high schools and area and state vocational-technical schools. And recommendations were made to increase awareness, change attitudes, and increase enrollments.

In 1987, Kentucky's Office of Vocational Education, Equal Vocational Opportunity Office, requested that the Richardson, Davis, Ehresman study be repeated to gather data to answer the question "Have there been changes in the status of sex role stereotyping/sex bias in secondary vocational education in Kentucky since 1979?"

¹ P. Richardson, Hazel C. Davis, and Norman D. Ehresman, AN ANALYSIS OF SEX-ROLE STEREOTYPING AND SEX BIAS IN SECONDARY EDUCATION IN KENTUCKY (Bowling Green, Kentucky: Western Kentucky University, 1979). pp. 59-63.

Objectives of the Study

1. To assess the extent that sex bias exists in Kentucky Secondary Vocational Schools.
2. To identify factors contributing to the enrollment problems/barriers that nontraditional vocational students encounter upon enrolling in vocational education.
3. To determine the effects of socioeconomic status and attitudes toward education and culture of the geographic area upon enrollment in nontraditional vocational courses.
4. To compare results of the 1987-88 study results to the Richardson, Davis, Ehresman 1978-79 study for indications of progress toward sex equity in vocational education in Kentucky.
5. To identify the greatest needs in sex equity as perceived by students, teachers, counselors, and administrators.
6. To provide basic recommendations to aid in eliminating sex stereotyping and sex bias in vocational education in Kentucky.

Definition of Terms

Sex Bias--behaviors and attitudes resulting from the assumption that one sex is superior to another.

Traditional Vocational Education Program--an area of vocational education instruction which has in the past enrolled only members of one sex.

Traditional Program--one in which 80% or more of the students in the program are of the same sex as yourself (for parents--as your son or daughter).

Nontraditional Program--one in which 80% or more of the students in the program are of the opposite sex as yourself (for parents--as your son or daughter).

Limitations of the Study

1. A random sample of the total population of nontraditional secondary vocational students was selected for the study since the nontraditional student population was so large.
2. To fulfill the objectives of this study, the Richardson, Davis, Ehresman Survey Instruments were used with minor refinements in structure so that the responses could be tabulated by computer.
3. For the AIR Survey, schools were selected based on accreditation visits by the Bureau of Vocational Education. Accreditation team leaders asked the principal to respond to the survey and to randomly select from the school the other respondents for the survey--teachers, counselors, traditional and nontraditional

students. The surveys were mailed to the Project Director within a week after the accreditation visit.

4. For the Richardson, Davis, Ehresman Survey, two schools from each of the 14 vocational regions in Kentucky were chosen for participation. Selections were based on the number of nontraditional students enrolled in programs. Approval by the respective school superintendent, vocational regional director, and school principal was obtained.
5. Administrators, counselors, vocational teachers, vocational students, and parents were randomly selected for participation in the completion of the Richardson, Davis, Ehresman survey. Because of student withdrawals and graduations, randomly selected alternates were substituted where possible. In some instances no alternates were available.
6. Parent surveys were given to vocational students for delivery to their parents. Although a postage-paid, addressed envelope was included with each parental survey, the return rate was only 36 percent. Due to time constraints, follow-up surveys were not sent to nonrespondents.
7. In the Richardson, Davis, Ehresman Survey, ten percent of each student group was randomly selected for personal interviews concerning skill level expectations, learning motivation, teaching materials, barriers to enrollment/completion, sex-bias awareness, counseling effectiveness, and career readiness. Shisler and Malott recommended that the interview phase be restructured so that student responses could be collected on the survey instrument and tabulated by the research team. Based upon that recommendation, this research project did not conduct personal interviews with randomly selected students. However, questions from the Richardson, Davis, and Ehresman Interview Guide were included in the instruments given to traditional and nontraditional students in this survey.

CHAPTER III: METHODS AND PROCEDURES

This study was conducted in four phases--survey refinement, population and sample selection, survey administration, and analysis of results.

The instruments used in this study were instruments developed and field tested by other research teams. The AIR Survey was developed by Dahl, Harrison, and Parks for the American Institutes for Research. It is designed to identify the status of sex equity in the schools and provide information regarding the greatest needs in sex equity as perceived by students, teachers, counselors, and administrators. Information collected from this instrument assess attitudes toward equality, feelings regarding equitability of instruction, equitability of physical facilities, and opinions of support provided for nontraditional students. This instrument was chosen by C. Shisler and K. Malott, Northern Kentucky University, in a research effort that centered around analysis of sex equity assessment models and programs throughout the United States. Shisler and Malott had contracted with the

Office of Equal Vocational Opportunity to provide guidelines for a formal assessment/evaluation of the sex equity process in Kentucky.

Shisler and Malott also proposed the use of the 1979 survey by Richardson, Davis, and Ehresman as a baseline study to determine progress over a ten-year period in Kentucky's efforts to achieve sex equity in secondary vocational education programs. The Richardson, Davis, Ehresman Survey provided information concerning admission to vocational courses, treatment within vocational courses, encouragement by significant groups, performance in vocational courses, completion of vocational courses, barriers/benefits in careers, learning environment, knowledge of career opportunities, beliefs about traditional sex roles, and legal nondiscriminatory practices.

It was felt that the combination of the AIR Survey and the 1979 Richardson, Davis, Ehresman Survey would provide for an assessment model that would provide a longitudinal and static evaluation of sex equity in vocational education in Kentucky.

Survey Refinement

The AIR Survey and the Richardson, Davis, Ehresman Survey in their original forms were not designed for computer tabulation. C. Shisler and K. Malott refined the Richardson, Davis, Ehresman Survey and the AIR Survey for computer tabulation. The Richardson, Davis, Ehresman Survey was an "adoption" rather than an adaptation as it was used almost in its entirety and as originally conceived. The AIR Survey was modified extensively in the structure of the questions and in the mode of response. However, the instrument content remained in tact.

Both instruments were discussed with various experts in the vocational education and sex equity fields, and they were field tested with administration, faculty and staff. Recommended changes were examined and implemented where appropriate. The instruments' design and changes resulting from the pilot test were then shared with Kentucky's Director of Equal Vocational Opportunity. The instruments were then given to the director of this research project.

The director of this research project discussed the instruments' formats with the head of computer services at Northern Kentucky University. Based upon this discussion, some further refinements were made in the modes for responses so that effective computer tabulation could be achieved without the loss of data.

Population/Sample Selections

Two methods were used to identify populations and sample selections for the administration of the surveys.

The AIR Survey

Each year the Bureau of Vocational Education makes accreditation visits to selected schools throughout the state. During the 1987-88 academic year, Shisler and Malott and the Director for Equal Vocational Opportunity

recommended that the accreditation teams be used as the vehicle for distributing the AIR Survey. The teams were scheduled to visit 43 schools across the state, and it was felt that the schools would be a representative cross section of secondary vocational programs in the state of Kentucky. Of the 43 scheduled accreditation visits for the 1987-88 academic year, 24 were identified for participation in this study since the surveys were finalized, printed, and available for distribution in October 1987.

The Richardson, Davis, and Ehresman Survey

Mr. Jim Byford, Occupational & Management Information Program Manager, Office of Vocational Education, supplied enrollment data for vocational education programs in Kentucky for the 1987-88 academic year--students enrolled in vocational education programs, nontraditional students enrolled in vocational programs, males and females in each of the vocational programs, high schools/area vocational schools/state vocational schools which had 15 or more nontraditional students enrolled in vocational programs.

As in the original 1979 survey, two schools with 15 or more nontraditional students were chosen from each of the 14 vocational regions. Vocational students enrolled in horticulture, distributive education, accounting, junior management, and family and adult living were excluded when selecting nontraditional students. If a school did not have at least 15 nontraditional students, then the school with the highest enrollments of nontraditional students was selected. The identified schools were then assigned consecutive numbers in two different groups--vocational high schools and area or state vocational schools. The Fisher and Yates' Statistical Model was used to randomly select the schools from each region to achieve the 28 total for the sample.

Superintendents, vocational regional directors, and school principals were contacted to obtain permission for identified schools to participate in the study.

One principal/administrator, one counselor and two vocational teachers were randomly selected from each of the 28 schools to participate in the study.

Students were classified as either traditional or nontraditional based on their sex and their enrollment in vocational courses. Fifteen nontraditional and fifteen traditional students were randomly selected from each of the identified schools. Principals/administrators were instructed to substitute students if the selected students had withdrawn or graduated. One parent of each nontraditional and traditional student was also randomly selected to be included in the survey.

Administration

The AIR Surveys were given to the team leaders for the 24 accreditation visits by the Bureau of Vocational Education. Each team leader distributed the surveys with instructions to the principal/administrator (Appendix A). Surveys were to be returned in the provided stamped, addressed envelopes to the project director within one week of the visit by the accreditation team.

The Richardson, Davis, Ehresman Surveys were mailed to the principals/administrators with instructions for distribution and completion of the surveys--one administrator, one counselor, two vocational teachers, fifteen traditional and fifteen nontraditional students, and fifteen parents of a nontraditional student and fifteen parents of a traditional student. Surveys for administrators, counselors, and teachers were distributed to them for completion within a week. Identified traditional and nontraditional students were brought together in a group. The surveys were distributed to the students and verbal instructions were given to them. After students completed their surveys, they were given surveys and stamped, addressed reply envelopes to deliver to their parents. A cover letter and an instruction sheet were provided with each parent survey. Parent responses were mailed directly to the project director.

Coding Procedures

The manner in which each participant responded to the questions on the AIR Survey and on the Richardson, Davis, Ehresman Survey indicated attitudes and factors which affect equal educational opportunities for all students in vocational education in Kentucky.

The AIR Survey

Administrator, counselor, instructor, and student surveys collected information relative to the status of sex equity in the schools. The table on the next page shows the categories and their respective questions.

For each instrument, the N, Mean, and Standard Deviation were calculated for each variable (question). For each question, the frequency and percent of responses were tabulated. Responses in the seven categories were compared.

The Richardson, Davis, and Ehresman Survey

The variables in the Richardson, Davis, Ehresman Survey were divided into four categories--sex bias (SBA), factors contributing to sex equity (FCE), barriers affecting sex equity (BAE), and attitudes toward vocational education (ATVE).

All variables were used in scoring sex-bias attitudes with 24 variables reversed. The 24 reversed items are 4-6, 12, 17-24, 26, 28, 30, 55-57, 59, 61-63, 65-66.

Forty-three variables were identified as contributing to sex equity (FCE): 1-3, 7-11, 13-16, 25, 27, 29, 31-43, 45-54, 58, 60, 64, 67-68.

Twenty-four variables were identified as barriers affecting sex bias equity (BAE). These 24 variables are identical to the reversed sex bias variables--4-6, 12, 17-24, 26, 28, 30, 55-57, 59, 61-63, 65-66.

AIR SURVEY

Instrument	Attitudes	Instruction	Physical Fac.	Accom- Support	plishm.	Training Needs
Administrator						
Part I	1-28			29-35 42-49 61-72		36-41
Part II		73-79				
Part III				1, 3 8		2 4-7, 9
Counselor						
Part I	1-53			54-84		85-90
Part II		91-95				
Part III				1, 3 8		2 4-7, 9
Instructor						
Part I	1-38	72-76		39-60		61-66
Part II		77-83				83
Part III		89-104	84-88			
Part IV				1, 3 8-12		2 4-7
Student						
Part I	8-19	27-29	20-24	3-7 25-26		
Part II	4-10 15-16	17-18		30		

Thirty-nine variables represented attitudes toward vocational education (ATVE)--1-5, 7-8, 10, 12-13, 15, 20-21, 23, 25-26, 29-30, 33-34, 37, 40, 41, 43-46, 49, 51-56, 59-61, 64-65.

For each of the sample groups, the frequency and percent of response were calculated for each variable in the respective instruments: administrator, counselor, instructor, traditional student, parent of traditional student, nontraditional student, parent of nontraditional student. The number, mean and standard deviation were calculated for each of the variables (questions) in each instrument.

CHAPTER IV: ANALYSIS OF DATA AND PRESENTATION OF FINDINGS

This chapter is organized into two major sections--data collected and analyzed from the AIR Survey is presented in the first section; data collected and analyzed from the Richardson, Davis, Ehresman Survey is presented in the second section.

THE AIR SURVEY

Administrators/principals, counselors, vocational teachers, nontraditional students, and traditional students responded to questions concerning their attitudes, equality of instruction, equality in physical facilities, support for an equitable education, accomplishments toward sex equity, training provided in sex equity awareness/techniques, and needs in terms of providing equality in vocational education.

The total sample size for administrators, counselors, instructors, and students was 483. Table 1 shows the number of respondents and nonrespondents.

Responses Concerning Attitudes

Each respondent group answered questions designed to reflect attitudes toward sex equity in the labor market and in the educational environment.

TABLE 1
NUMBER OF SURVEY RESPONDENTS AND NONRESPONDENTS

Sample Group	Sample Size	No. of Respondents	No. of Non-Respondents	Return Rate %
Principals/ Administrators	24	18	6	75
Counselors	24	19	5	79
Vocational Teachers	75	57	18	76
Students	360	312	48	87
Totals	483	406	77	84

Responding to the student questionnaire were 134 females and 138 males. Table 2 shows the number of student respondents in particular age categories.

TABLE 2
NUMBER AND AGE OF STUDENT RESPONDENTS

Age	No. of Respondents	Percent
Fourteen	12	3.9
Fifteen	27	8.9
Sixteen	72	23.7
Seventeen	118	38.9
Eighteen	74	24.4

The career programs in which students were enrolled are shown on the following page in Table 3.

Regarding student classification as traditional or nontraditional, 140 of the students said they were enrolled in traditional programs; 152 said they were enrolled in nontraditional programs.

Students were asked to rate themselves as students. Ratings by respondents were as follows:

TABLE 4
STUDENT RATINGS OF THEMSELVES

Rating	No. of Respondents	Percent
Below Average	16	5.0
Average	181	57.6
Very Good	75	23.9
Excellent	42	13.4

Asked about their plans after leaving school, students gave the responses shown in Table 5, Page 16.

TABLE 3

RESPONDENT ENROLLMENT IN CAREER PROGRAMS

<u>No.</u>	<u>Response</u>	<u>No.</u>	<u>Response</u>
27	No Response	4	Fashion Marketing
	N/A	2	Food Marketing
3	None	5	Graphic Arts
	Traditional	10	Health Careers
	Nontraditional	31	Home Economics
13	Accounting	2	Home Ec. & Ag.
37	Agriculture		Home Ec. & Typing
5	Autobody	7	Home & Community Services
7	Auto Mechanics	5	Horticulture
	Boat & cycle	3	Industrial Electricity
11	Business	4	Ind. Materials & Process
13	Carpentry	6	LPN
	Carpentry & Home Ec.	3	Machine Shop
4	Childcare	3	Marketing
6	Clerical		Masonry
	Commercial Art	8	O W E
3	Cosmetology	3	Occ. Prog.
	Court Reporting	2	Retailing
12	Data Processing	2	Truck Mechanics
	Distributive Education	2	Vocational Economics
13	Drafting	6	Welding
	Dry Cleaners	18	Word Processing
7	Electricity	5	Woodworking
11	Electronics		Basic classes to attend college: University of Ky.
2	FFA	2	Adult living
8	Family Living		Diversified Agriculture

TABLE 5
STUDENT PLANS UPON LEAVING SCHOOL

No.	Response
17	No Response
52	Undecided
21	a. Have no plans for the immediate future
22	b. Take any job I can get
33	c. Enter the field for which I am currently training
8	d. Enter an <u>academic</u> program at a Junior or Community College
15	e. Enter a <u>vocational</u> program at a Junior or Community College
59	f. Attend a 4-year college or university
20	g. Join the military service
14	h. Become an apprentice or receive "on the job" training
46	i. Work and go to school at the same time
5	j. Open my own business
k.	Other--Get a job for awhile while looking for a better one. Then pursuing my career in that. Being in a hospital as an nurses aid. I will be married April 23rd. Presently employed by Wal-Mart. Stay there for awhile. I plan to work my way up to management. Enter a business program at Sullivan Jr. College of Business. Attend 4 year university major in meteorology and pursue a career as an aviator pilot. Would like to be a mechanic, but I would take what I can get. I'm really not sure yet what I will do. Go to travel school.
2	Modeling school. I hope to receive a modeling contract. If not I will go to a business school and become a paralegal secretary. Attend a Business College.
g.	Join the military service
j.	Open my own business

Administrators, counselors and instructors had mean response scores ranging from 2.1 to 2.3 indicating that all three groups did not believe that women who seek careers in traditionally male fields were less respected by men than women in traditionally female fields. All three groups also disagreed that men who seek careers in traditionally female fields are less respected by women than men in traditionally male fields. Mean response scores ranged from 2.2 to 2.4.

Regarding the success in personal lives of females who seek careers in traditionally male fields, administrators, counselors, and instructors disagreed with the concept that female personal lives would be less successful than females in traditionally female fields. Mean response scores for the three groups ranged from 1.7 to 1.8. All three groups also disagreed that males who seek careers in traditionally female fields will have less successful personal lives than males in traditionally male fields. Administrators and instructors had a mean response of 1.7 and 1.8 respectively, while counselors had a mean response of 2.1.

With mean response scores of 2.4 to 2.7, administrators, counselors, instructors and students seem to agree somewhat that women and men are naturally suited to different jobs. However, all four groups felt that women and men should have equal opportunity in training for good, well-paying jobs—mean responses of 3.8 to 4.0. All four groups also felt that there is nothing wrong with encouraging women to train for traditionally male occupations and with encouraging men to train for traditionally female jobs. Mean responses for all four groups on these two items ranged from 3.7 to 3.8 for the encouragement of women and 3.4 to 3.8 for the encouragement of men.

Regarding the motivation of female students in nontraditional programs, all four groups had a mean response score of 2.7 to 2.9 indicating that females in nontraditional programs were more motivated to succeed than females in traditional female programs. Regarding the motivation of male students in nontraditional programs, administrators, counselors, and students had mean scores ranging from 2.1 to 2.6 indicating that males in nontraditional programs were more motivated to succeed than males in traditional male programs; instructors had a mean score of 1.9 indicating that they disagreed somewhat with this statement.

Mean response scores of 2.0 to 2.5 for all four groups—administrators, counselors, instructors, and students—indicated beliefs that female vocational students prefer to be enrolled in classes that are mostly female and that male vocational students prefer to be enrolled in classes that are mostly male.

Regarding the willingness of employers to hire women in nontraditional jobs and to hire men in nontraditional jobs, administrators' and instructors' mean scores of 2.6 (hiring of nontraditional women) and 2.3 (hiring of nontraditional men) indicated a firm belief that employers are not willing to hire nontraditional women and men. Mean scores for counselors and for students indicated a borderline belief between agreement with the statement "that employers are not willing to hire nontraditional women and men" and disagreement with the statement.

Counselors and instructors, (mean score range 2.7 to 2.8) tended to disagree that females are better suited to be supervisors of employees who

are mostly women. With a mean score range of 2.9 to 3.0, both groups tended to disagree that females are better suited to be supervisors of employees who are mostly men.

Administrators and counselors were asked two questions concerning their knowledge of salaries for men and women in today's labor market. Administrators' mean score of 2.6 indicated they felt that men and women who are doing the same type of job earn about the same salary; their mean score of 2.4 indicated that they believe that salaries in job areas usually filled by men are about the same as the salaries in job areas usually filled by women. Counselors, on the other hand, seem to believe that women who do the same type of job as men earn less than men (1.9 mean) and that salaries in job areas usually filled by men are higher than salaries in job areas usually filled by women (1.7 mean).

Students were asked if they believed their career would provide them with an adequate salary and career satisfaction. Thirty did not respond; 187 said YES, 97 were not sure, and 13 said NO.

Administrators, counselors, and instructors were asked two questions concerning the preparation of women and of men for work outside the home. All three groups, with a mean response range of 3.8 to 3.9, seem to feel that it is very important for women to prepare for full-time work outside the home. Administrators (2.3 mean) and counselors (2.4 mean) seem to feel that it is more important for men to prepare for work outside the home than for women; instructors mean score of 2.7 indicated that they tended to disagree with the belief that it is more important for men to prepare for work outside the home than for women.

Counselors' and instructors' mean scores of 3.1 respectively indicate that these two groups believe that sex discrimination is a problem in the labor force, but that it is not too serious. Administrators' and students' mean scores of 2.4 indicated a borderline belief that sex discrimination is a problem in the labor force--responses were almost evenly distributed among the alternative responses (No, it is not a problem; I'm not sure; Yes, but not too serious a problem; Yes, it is a serious problem).

Administrators, counselors, instructors, and student groups (with a mean score range of 2.3 to 2.5) all believe that men and women should have equal access to all occupations.

Administrators (1.7 mean), counselors (1.7 mean), and instructors (1.6 mean) respectively seem to feel they could be moderately important in influencing students' career choices--choices of both female and male students. With a mean score range of 1.6 to 2.3, all three groups seem to feel that as respective groups they were actually moderately important to influencing career choices of both female and male students.

Administrators, counselors, and instructors, mean score range of 1.6 to 2.3, seem to believe that their respective groups could be moderately important in influencing female and male students' attitudes about sex inequities in job training and in the labor force. A mean score range of 1.9 to 2.3 seem to indicate that all three groups respectively felt that they were moderately important in influencing student attitudes, both male and female, about sex inequities in job training and in the labor force.

Students were asked how they learned about the program in which they were enrolled, who/what influenced them most to take that program, and who else had an influence upon them. Tables 6, 7 and 8 summarize student responses.

TABLE 6
STUDENT AWARENESS OF PROGRAM

<u>No.</u>	<u>Response</u>	<u>No.</u>	<u>Response</u>
24	No Response	3	j. <u>Other</u> --Teacher. I was enrolled in Food Mkt. during a summer program.
70	a. A school recruitment program	7	Brothers and sisters. Elective course at school. The Assistant Principal (Mr. Curry). I have always been interested in cosmetology. I had to take a class so I took this one. Our CB English II class went to the V.S. to see what was offered. I requested information from counselor. I needed another elective in my Freshman year and discovered I really liked Ag. Good friends with the teacher. My other elective was filled up. Been in the voc. since high school. The vocational classes are well know from school. I didn't learn enough about it before I enrolled and now am unhappy. More is expected of me because I am a female. I am looked upon as an intruder and constantly patronized.
21	b. A career exploration program		
122	c. A friend		
60	d. A vocational instructor		
101	e. A counselor		
44	f. My parents		
4	g. Co-worker		
15	h. People in business		
62	i. Reading and asking questions on my own		
	j. <u>Other</u> --Our school doesn't offer a wide variety of courses. This business program is the only other specialty program other than Home Ec. courses and Agriculture.		
2	Required for graduation. Registration form. Had it before.		
2	U.S. Army Reserve. Other relatives, boyfriend. My job history.		

TABLE 7

INFLUENCED STUDENTS MOST IN SELECTING PROGRAMS

<u>No.</u>	<u>Response</u>	<u>No.</u>	<u>Response</u>
30	No Response		The progression of electronics in the world.
	I like to help others.		Recruitment program.
	I was in art and like art so I decided to take commercial art.		I live on a farm.
81	Myself.		I have enjoyed Agriculture my entire life. It interests me more than any area of study.
	Asst. principal.		Accounting I down at High School.
	Clothes.		People at school.
	Mrs. Anne Murry.		Watching others.
2	My father, but my own decision.		I like to work in tobacco.
	Job, work place.		
22	Parents.	24	Teacher.
	A friend and reading about it.	7	Mother.
13	Counselor.		Next I vocational cause I need to.
	Bill Giemen.		Mrs. Swinny.
25	friends.		Mrs. Mayfielt.
	The idea of how much it will help me in future.	8	The future/jobs.
	What people tell me.		Had to make up Biology credit.
	History of parents & living on farm.	15	Interest in program/field.
	F.F.A. is a fun class & there's a lot of activities to participate in.	10	Father.
	The Ag. program & instructor.	3	My aunt is an R.N.
2	Girlfriend/boyfriend.		sister.
	Step-father and school.		My friends and a chance to be outside a lot.
	Grandfather.		I like to work outdoors.

TABLE 7 Continued
INFLUENCED STUDENTS MOST IN SELECTING PROGRAMS

<u>No.</u>	<u>Response</u>	<u>No.</u>	<u>Response</u>
	Because I like working with plants and being outside.		Scott Travis.
3	Paul Miller and John Soper.		My uncle, Sam.
	Family.	2	Health limitations.
	The way I seen the classes learn.		Work being done in classroom.
3	Brother	2	I enjoy the work.
	A student in Ag.		My father and best friend.
2	English credit.	2	I wanted to make alot of money.
2	Experience.		Mr. Coleman.
4	I wanted to work on cars.		F.B.L.A.
	The idea of getting a trade that would be a backup for my college education.	3	Teacher and friends.
	I don't know.		Vocational instructor's friends.
	Limited number of courses offered.	2	Not influenced.
	School.		It was a half-year class that I needed.
3	Myself and friends.		The farm work that I do.
	Required for graduation.		My environment, my friends.
	Need to type.	2	Higher education.
	My teacher and parents.		Co-worker.
	Curiosity.		My mind, and specific requirements for special degree.
			Mom and counselor.

TABLE 8
OTHER INFLUENCES UPON PROGRAM DECISIONS

<u>No.</u>	<u>Response</u>	<u>No.</u>	<u>Response</u>
2	Unusable	2.	Co-worker
30	No Response	14	2. I make my own decisions
49	a. Mother	2.	<u>Other</u> --Kids.
33	b. Father	2	Boy/girlfriend.
3	c. Brother		Uncle, aunt.
6	d. Sister	14	3. Mother
57	e. Friends	9	3. Father
3	f. Wife/Husband	7	3. Brother
3	g. Co-worker	5	3. Sister
110	h. I make my own decisions	24	3. Friends
2	i. <u>Other</u> --No.	3.	Co-worker
5	Counselors.	11	3. I make my own decisions
6	Teacher.	3.	<u>Other</u> --Counselor.
	Everyone.	4	Teacher.
	The assistant principal		Mr. Shaw.
	(Mr. Curry).	3	4. Mother
	Counselor and program.	4.	Father
	My boyfriend.	2	4. Brother
	Counselor mother.	4.	Sister
2	Grandmother.	4.	Friends
	Grandfathers.	4.	I make my own decisions
	Required for graduation.	4.	<u>Other</u> --Grandfather.
2	Myself.		It's the only way to
	Army Reserve.		receive my diploma without
3	1. Mother		carrying an extremely
7	1. Father		difficult course load.
2	1. Brother		Teachers, and myself.
4	1. Sister	2	5. Father
6	1. Friends		5. Friends
14	1. I make my own decisions		6. Mother
34	2. Mother		6. Co-worker
12	2. Father		7. I make my own decisions
5	2. Brother		8. Wife/Husband
6	2. Sister		
26	2. Friends		

Students were asked when they first became interested in the occupation for which they were training, what helped them to decide on that occupation, and which of the factors that helped them to decide on their occupation was most important in their decision. Tables 9, 10 and 11 summarize their responses.

TABLE 9

TIME WHEN STUDENTS BECAME INTERESTED IN OCCUPATION

<u>No.</u>	<u>Response</u>	<u>No.</u>	<u>Response</u>
37	No Response	9	d. After I left high school
26	a. When I was quite young (elementary school age)	20	e. After I tried another occupation first
77	b. When I was in junior high school	d. After I left high school	e. After I tried another occupation first
157	c. When in high school		

TABLE 10

FACTORS AFFECTING STUDENT OCCUPATION DECISION

<u>No.</u>	<u>Response</u>	<u>No.</u>	<u>Response</u>
27	No Response	4	k. Talks with wife/husband
71	a. Regular classes I took	113	l. Talks with friends
43	b. Academic activities I pursued at school	m.	<u>Father's job</u> --Doctor. Cattle grader. Whirlpool. Clerk-(bartender). Welder (coal miner). None of your business. Self-employed.
80	c. Vocational education activities I pursued at school	3	Electrician. Well-operator. Logging. Barber.
78	d. Activities or work I did during the summer time or outside of school	2	Supervisor. Engineer. Works at L.G.&E. Carpenter. Farmer, Goodyear. President of Union IBEW for L.G.&E. I.B.M. Engineer on railroad. CSX.
57	e. Previous work experience	8	Farmer.
92	f. The program was open	2	Factory worker.
49	g. The career exploration program	2	Disabled.
67	h. Availability of jobs in the area		
69	i. Talks with counselors		
101	j. Talks with parents		

TABLE 10 Continued

FACTORS AFFECTING STUDENT OCCUPATION DECISION

<u>No.</u>	<u>Response</u>	<u>No.</u>	<u>Response</u>
	m. <u>Father's job</u> --R.N.		n. <u>Mother's job</u> --Clerk.
2	Retired.	4	Factory.
	Buyer for Sysco/Louisville.	5	Nurse.
3	Truck driver.		IRS.
	Framing contractor.		Paper route.
	Boss Construction.		Credit agent.
3	Construction worker.		Office worker.
	Body shop worker.	18	Homemaker.
	Welder.	3	Deceased.
	Farmer/mechanic.		Cashier.
3	Dead.		Disabled.
	Engraver.		U. S. Army.
	Military.		Secretary.
2	G.E.		Cook.
	Hillerich Bradsby executive.		Collector.
	Travelers Ins. Co.		File clerk at insurance.
	Philip Morris.		Beautician.
	Logan Co.		Carpenter.
2	Machinist.		o. <u>Other</u> --I wanted to try.
	Mechanic.		Living in an agriculture area.
	Inside sales; assistant manager.	8	Myself.
	Diesel mechanic.		Interest in racing.
2	Electrical engineer.		Sister.
	Secretary.		High priced auto repairs.
	Kluge operator.		The ability to get jobs at many different cities in the U.S.
	Vice-Pres. of Eastern Sales for Anthony Mfg. Co.		I do not intend to pursue a career in wp.
	Farmer and coal miner.		The money it makes and the interest.
	n. <u>Mother's job</u> --No Response		Aunt's occupation.
	Works for state.		Church.
	Union Underwear.		Grandmother - homemaker.
2	Farmer.		Friends occupations.
2	Machine operator (sewing factory).		I thought I would like it.
	Hospital kitchen.		Boyfriend.
	None of your business.		Grandfathers occupations.
3	Teacher.		Assistant principal (Mr. Curry).
2	Supervisor.		Sister - computer operator.
	Claims investigator (unemployment office).		Teacher.
	Sales rep.		Dentists (talks with) orthodontists.
	Record keeper.		Assistant principal.
	Deputy clerk.		
	CSX.		

TABLE 10 Continued

FACTORS AFFECTING STUDENT OCCUPATION DECISION

- | | |
|---|---|
| <p>o. <u>Other--Babysitting.</u>
My career goal is to become a teacher, so my food mkt. class is just something to fall back on.
I am a model and I know where the real money is.
My brother's occupation and degree. He has a major in Business Finance and a job at Citizens Fidelity Bank.
My love for farm animals.</p> | <p>o. <u>Other--Undecided.</u>
Look interesting.
Wanted to learn it.
My talent in Dramatic Arts.
Talk with people in the Army Reserve.
Health.
I'm good in math.
Talks with aunt.
Talk with instructor.
Mom's boyfriend-E.M.T.
I asked a carpenter how much a year he made.</p> |
|---|---|

TABLE 11

MOST IMPORTANT FACTOR IN STUDENT OCCUPATION DECISION

<u>No.</u>	<u>Response</u>	<u>No.</u>	<u>Response</u>
2	Unusable	16	i. Talks with counselors
43	No Response	26	j. Talks with parents
2	N/A	14	l. Talks with friends
20	a. Regular classes I took	m. <u>Father's job</u> --Machinist. Mechanic. Was a electrician. CSX. Farmer. Welder (coal miner). Vice-Pres. of Eastern Sales for Anthony Mfg. Co.	
9	b. Academic activities I pursued at school	n. <u>Mother's job</u> --Nurse. No Response Business teacher.	
20	c. Vocational education activities I pursued at school	o. <u>Other</u> --Church. My own decision. The money it makes and the interest. Sister. The ability to get jobs at many different cities in the U.S.	
24	d. Activities or work I did during the summer time or outside of school	8	
11	e. Previous work experience		
17	f. The program was open		
11	g. career exploration prog.		
26	h. Availability of jobs in the area		

TABLE 11 Continued
 MOST IMPORTANT FACTOR IN STUDENT OCCUPATION DECISION

<u>No.</u>	<u>Response</u>	<u>No.</u>	<u>Response</u>
	o. <u>Other</u> --I asked a carpenter how much a year he made. I'm good in math. Living in an agriculture area. Babysitting. My brother's occupation and degree. He has a major in Business Finance and a job at Citizens Fidelity Bank. Health. My love for farm animals. Talks with aunt.	2	All not marked. The career occupation.
	Reserve.	6	Father. Getting job thru program.
	Jobs.	6	Mother. My grandfather. Previous work experience and father's occupation.
	Husband.		I talk to friends and teacher. Talks with dentists.
2	Counselors.	9	Parents.
	My experiences on the farm.	7	Friends.
	Business program.	5	My own decision. Vocational instructor. All business courses.
	I'm not sure.		
5	None.		

Students were also asked if they would prefer to be enrolled in a career that paid more money or that would give greater job satisfaction. Regarding more money, 209 students said they would like to be enrolled in a higher paying career; 84 said no, and 33 made no response. As for a career with greater job satisfaction, 190 said they would like a career with greater job satisfaction; 107 said no, and 29 made no response. When asked why the students were not enrolled in a program that would give them more money and/or greater job satisfaction, students made responses summarized in Table 12.

TABLE 12

REASONS FOR NON-ENROLLMENT IN HIGHER
PAYING AND GREATER SATISFACTION JOBS

No.	Response	No.	Response
43	No Response	e.	Other--Because you have to be a Jr. or Sr.
64	a. Career field not available		I may change.
5	b. Don't feel enough members of my sex enrolled in program		No openings in class.
		2	No Response
		2	I am going to have another field of study.
33	c. Think program would be too difficult	2	Age.
91	d. No other field interests me		Not a paying job, class (high school).
	e. Other--If it makes more money.		I haven't been trained in high school for my career choice, specifically.
	I don't have the background.	5	Undecided.
	Have other job only until I finish school.		Dad wouldn't let me take auto mechanics!
2	I'm planning on going to college.		I don't have a job yet, but plan to after graduating from college.
4	I enjoy the program I am in.		Will pursue at a later date.
	Nursing.		Will go on after more OJT experience.
2	I am enrolled in another program.		Completing one phase at a time.
	I can't find nothing.		College cost big money.
	I am but its not very good.		My career field is not available until 4-1.
	N/A		
	Health.	103	f. No, I'm satisfied with my career choice

Students were asked two questions about their marriage plans: Do you plan on working outside the home after marriage? Does anticipation of being married affect your choice of vocational field? Regarding plans to marry, 208 said YES they planned to marry; 45 said NO; 32 said DON'T KNOW. As for an effect of a marriage on their choice of vocational field, 166 students said there was NO EFFECT; 23 said YES; 35 DON'T KNOW; and 102 made NO RESPONSE.

Counselors and instructors were asked to what degree they agreed with statements regarding administrator respect for teachers who did not want females in their courses or who did not want males in their courses. These two groups disagreed strongly with statements that said an administrator

should respect the wishes of teachers who do not want males in their courses or who do not want females in their courses.

Both counselors and instructors agreed that staff members who practice sex discrimination should be counseled and/or required to attend anti-discrimination workshops. Both of these groups disagreed that staff members who practice sex discrimination should be fired or have no action taken against them.

Instruction

A majority of administrators (2.7 mean score) indicated that written evaluation sheets are used to review sex fairness of content and illustrations in book and media materials. A majority of instructors, however, with a mean score of 2.2, indicated that no such evaluation was done.

Administrators were almost evenly distributed between ALL and SOME responses when asked if every teacher and every counselor have written guidelines concerning sex-fair educational materials.

Administrators indicated that materials concerning sex-fair vocational education were displayed and available to all students.

Both administrators and instructors indicated that curriculum guides for all programs were sex fair in language content and requirements for students—1.3 to 1.4 mean score range.

When asked if basic readings on sex role stereotyping were readily available to teachers, counselors, staff and students, administrators (2.0 mean score) believed readings were available and easily accessible; instructors, however, believed such materials were available to some or not available at all (2.8 mean score).

Administrators indicated that school newspapers sometimes include articles on nontraditional students and nontraditional workers.

Administrators also indicated that provisions for experiential activities in nontraditional work settings have been developed for most or some nontraditional students—2.2 mean score.

Counselors and instructors were asked a series of questions concerning the satisfaction of employers with graduates. Counselors indicated that employers were satisfied with:

- male graduates of traditionally male programs, working in their fields
- female graduates of traditionally male programs, working in the fields in which they were trained
- male graduates of traditionally female programs, working in the fields in which they were trained
- female graduates of traditionally female programs, working in their fields.

Instructors indicated that they felt employers were satisfied with male graduates of traditionally male programs who were working in the fields in which they were trained. In contrast to counselors, the instructors indicated that for the most part they did not know if employers were satisfied with:

- female graduates of traditionally male programs, working in the fields in which they were trained
- male graduates of traditionally female programs, working in the fields in which they were trained
- female graduates of traditionally female programs, working in the fields in which they were trained.

Counselors and instructors are fairly evenly split in their identification of the types of evidence used to identify employer satisfaction with graduates--written surveys, informal interviews, and no follow-up surveys conducted with employers.

Instructors were asked six questions concerning the performance of male students as compared to female students in their classes. In theory/academic portions of their classes (2.3 mean score), in lab/shop portions of their classes (2.2 mean score), and in work-study/co-op performance, instructors seem to feel that male and female students are about equal. With a mean score range of 3.1 to 3.4, the instructors indicated that they have exam scores and/or records of competency attainment which show males and females are about equal.

Instructors indicated that their textbooks and lab books (1.1 mean score) and their handbooks (1.4 mean score) are sex fair in language content and in male/female representation in pictures and that they include job opportunities for the occupation. They also seem to feel that their class syllabi are sex fair (2.5 mean score).

Students were asked if they felt that course requirements for both males and females were equal. With a 1.3 mean score, 86 percent of the students said the course requirements were equal for both the male and female students in vocational courses.

Instructors and students were asked about the use of traditional and nontraditional role models in the instructional setting. With a mean score range of 2.1 to 2.7, instructors and students indicated that both traditional and nontraditional role models are used as resource people in the instructional setting. When asked about experiential activities in nontraditional work settings for interested students, instructors indicated that such activities were available for those interested in them (2.6 mean score); students, however, indicated that no effort was expended to make such activities available (2.8 mean score).

Regarding audio visual materials, instructors seem to feel that:

- a. the materials are sex fair
- b. there are illustrations of both males and females
- c. males and females are shown as executives and leaders
- d. females are shown as bosses and/or supervisors of males.

Physical Environment

Instructors and students seem to agree that the environment supports sex-fair opportunities and instruction. Both groups indicated that school bulletin boards, posters and brochures are sex fair in language content, male/female representation in pictures and job opportunities (mean score range of 1.5 to 2.1). Restroom facilities seem to be convenient to the classroom (1.1 to 1.2 mean score range) and to the lab/workshop (1.4 to 2.2 mean score range) for both males and females. Rooms for changing clothes seem to be equally convenient to the lab/workshop for both males and females (2.5 to 2.7 mean score range). Instructors indicated that they felt that equipment/tools available in labs/workshops de-emphasize height, weight, and strength (2.2 mean score). Students, however, seem to feel that the equipment/tools available in labs/workshops pose problems for shorter and/or smaller people (2.6 mean score).

Support

Administrators, counselors, and instructors indicated that the following practices RARELY existed in their schools:

- a. Rules/regulations denying admission to certain courses or programs on the basis of sex
- b. Quotas limiting the number of males or females admitted to certain courses/programs
- c. Unwritten understandings that some courses/programs are for males and other courses/programs for females, even though there is no formal policy to that effect
- d. A tendency for counselors to discourage already interested students from entering nontraditional programs
- e. A reluctance by teachers to have nontraditional students in their courses
- f. A tendency to take the sex of the students into consideration in determining the type of work-study, cooperative education, or job placements provided students.

Administrators and counselors indicated that they felt it was rare for counselors to suggest traditional options to male and female students undecided as to a career. Instructors, however, had mixed responses to this

statement; they were evenly distributed among COMMONLY (AT LEAST 50%), RARELY, and DON'T KNOW.

Students were asked if they had ever heard about or attended special programs that encouraged them to enroll in vocational courses in which almost all the students were of the opposite sex. The majority said NO. A majority of the students also indicated that they had NOT received special counseling that encouraged them to consider a career in which most of the workers were of the opposite sex.

Administrators, counselors, and instructors were asked questions concerning activities to overcome sex inequity.

All three populations indicated that the following activities were informally implemented on an individual basis:

- a. Programs, activities, or curricula to make students aware of potential sex inequities in education and in the labor force and their rights as employees
- b. Programs/activities for students to make them aware of or encourage them to enter nontraditional programs
- c. Special guidance/counseling services for nontraditional students.

Administrators indicated that special job development, job placement/or job follow-up programs or activities for students in nontraditional occupational areas were informally implemented (3.0 mean score). Counselors and instructors (2.2 to 2.6 mean score range) indicated that there were either no plans to do this or that they were done on an informal basis.

All three groups indicated that there were no plans to provide day care services to children of vocational students.

Administrators were asked about efforts to ensure female representation and male representation on all school advisory councils. A majority of the administrators indicated that this was being done either informally or formally.

When asked if the schools sponsor or conduct programs for employers or community organizations such as unions, the PTA, or service clubs to alert them to the problem of sex inequity, administrators, counselors, and instructors indicated that for the most part there were no plans to do this.

Administrators and counselors were asked questions concerning placement and treatment of students in courses, work-study or cooperative education. Both groups tended to agree that the following RARELY EXISTED in their schools:

- a. A reluctance by teachers to have male students in traditionally female courses
- b. A reluctance by teachers to have female students in traditionally male courses

- c. A tendency for teachers to consider male students in traditionally female courses to be less serious about their studies
- d. A tendency for teachers to consider female students in traditionally male courses to be less serious about their studies
- e. A tendency to give the most desirable work-study or cooperative education slots to females in traditionally female fields
- f. A tendency to give the most desirable work-study or cooperative education slots to males in traditionally female fields
- g. A tendency to give the most desirable work-study or cooperative education slots to males in traditionally male fields
- h. A tendency to give the most desirable work-study or cooperative education slots to females in traditionally male fields
- i. A tendency to give placement preference to male graduates in traditionally male fields
- j. A tendency to give placement preference to female graduates in traditionally male fields
- k. A tendency to give placement preference to females graduates in traditionally female fields
- l. A tendency to give placement preference to male graduates in traditionally female fields.

Counselors and instructors were asked about their experiences with attrition in nontraditional programs. Both groups seem to believe that male students enrolled in nontraditional programs have the same attrition rates as females in those same programs and that female students enrolled in nontraditional programs have the same attrition rates as males in those same programs. Counselors and instructors seem to feel that attrition rates for both males and females enrolled in nontraditional programs is due to students not feeling comfortable in programs.

Instructors were almost evenly divided between YES and NO when asked if work experience/cooperative education placements were arranged for students from their occupational areas (mean score 3.2).

A majority of responding instructors indicated that male students in traditionally female vocational courses and female students in traditionally male vocational courses were accepted by other students in those courses.

Instructors had mixed responses regarding the tendency of feeder school counselors to suggest different options to male and female students undecided as to a career. Forty-nine percent indicated that this was done commonly or to some extent; 57 percent indicated that they did not know if this was done.

When asked if there was a tendency for feeder school counselors to discourage already interested students from entering nontraditional programs,

instructors were mixed in their responses. With a 2.8 mean response, 14 percent indicated that counselors commonly did this; 26 percent said this was done some; 13 percent said this was rarely done; and 36 percent indicated they did not know if this was done.

Students were asked how satisfied they were with services provided by their respective vocational programs. With a 3.1-3.2 mean score range, students indicated that they were somewhat or definitely satisfied with:

- information on what different jobs are like
- training for a specific job
- training for a number of related jobs
- job placement information
- training for a good, well-paying job.

Concerning the display and availability of library materials about sex-fair vocation education, students gave mixed responses. With a 2.6 mean score, 33 percent said the materials were available and displayed; 6 percent said they were displayed but not available; 27 percent said they were available but not displayed; and 30 percent said they were not available.

With a 2.6 mean score, 47 percent of the students said that their school newspapers included articles on nontraditional students and workers; 25 percent said their school newspapers did not have such articles; and 20 percent said their schools did not have school newspapers.

A majority of the students (52 percent) indicated that career information on all careers was presented as equally available to males and females. It is interesting to note that 30 percent indicated that they did not know if this was true.

Accomplishments

Administrators, counselors, and instructors were asked what three sex equity accomplishments had been completed in the past year in their schools. Table 13 shows their responses.

TABLE 13

SEX EQUITY ACCOMPLISHMENTS IN SCHOOLS IN PAST YEAR

Administrators

<u>No.</u>	<u>Response</u>	
3	None; we do not discriminate.	All student/teacher handbooks, discipline codes, and job descriptions have been review and appropriate language included.
	Phy. Education classes co-ed.	Computer program on "careers" added to health classes.
	Add'l work on nontraditional recruitment.	Cross career students continue to choose integrated classes.
	Apply all goals to have sex equity.	Stressed to all tour groups and visitors that all programs are equally available to all persons.
	Wall displays of female/male students in nontraditional roles.	Re-assigned coordinator responsibilities.
	Handouts from guidance office on nontraditional roles.	Published policy statement in newspaper.
	Enrollment of females in Agriculture Vocational classes expanded.	Home Economics Parenting includes both male and females.
	Enrollment of males in Business Education & Home Economics classes.	President of the FFA Chapter is female.
	Review of text and other materials.	A balance between males and females in competitive sports team.
	Screen class # for equity in class.	We have an exploratory program for tenth graders in which <u>all</u> students explore <u>all</u> program areas.
	Enrollment of students in nontraditional areas.	We have examined our policies and procedures and have tried to eliminate any sex bias references.
	Checking bulletin board and notice for sex equity.	We continue to actively recruit males and females in nontraditional areas.
	Making literature available to teachers for awareness.	Both male and female in advanced P.E. classes II, III, IV.
	Females in welding.	More males involved in home economics classes.
	Females in air conditioning.	More females taking Voc. Ag. classes.
	Males in health careers and medical secretary.	Textbooks.
	Implementation of school wide "try nontraditional".	Curriculum guides.
	Monthly newspaper (school) feature.	Classes.
	School wide poster & handout program.	

TABLE 13 Continued

SEX EQUITY ACCOMPLISHMENTS IN SCHOOLS IN PAST YEAR

CounselorsNo. Response

5 No Response

3 N/A

None of the classes offered in the high school or vocational school are denied to either males or females.

Opened additional programs to attract females to the Voc. Center.

Additional emphasis on job and ability in nontraditional areas.

Informed students of our nondiscrimination policy. Scheduled students into nontraditional programs. Counseled students who requested info. about nontraditional careers.

Stressed this through group guidance and handed out literature to students. Reviewed again as each student was scheduled individually.

Aided professional colleague in exploring sex discrimination law suit. Attended workshop on professional discrimination and harassment.

Spoke to two ladies clubs. Enrolled two ladies in auto mechanics class. Was able to make more ladies aware of our training through career days.

To place students in nontraditional classes if they desire.

To give support to students who choose a nontraditional class. To give help in obtaining knowledge in nontraditional skills.

More females selecting advance math and science classes.

More females attending college and majoring in nontraditional fields.

More males selecting classes traditionally female.

Have gotten more information out to feeder school counselor about this concern.

Have included study of students in nontraditional fields in my presentations.

Have gotten more information out to teachers about this.

Getting more female students in ag. classes.

Getting more male students in H.E. classes.

The received 1 slot in the Computer Inspire program at U of L for minority students.

Development of sex equity committee to promote nontraditional programs. Printing of material to promote nontraditional programs.

Increase of males and females in nontraditional programs (Autobody, Welding, Carpentry, Cosmetology, LPN, Radiology).

Sex biased free lit.

Sex biased free brochures.

Sex biased free recruiting efforts.

TABLE 13 Continued

SEX EQUITY ACCOMPLISHMENTS IN SCHOOLS IN PAST YEAR

InstructorsNo. Response

6 No Response

16 None; no problem.

None, do not have any females
this year.

Encouraged larger enrollments
in word processing and advanced
typing.

Geared recruiting to females as
well as males.

To help convince nontraditional
students that they can succeed.

Taught mini unit on the
subject: sex stereotyping,
problems on the job, working
with small children.

The classes that I teach seem
to be fairly equal in the
division of male/female
students. Textbooks are very
good in this area.

Male enrollment increased.
Purchased new filmstrips.

We have more males in
nontraditional classes.
We have collected information
on sex equity.

Male students enrolled in
office procedures classes.
Increased the number of male
students taking typing.

Recruited females into class.
Used nontraditional role
models.

Dress code.
Student responsibilities.
Club officers (officers equally
balanced).

Check textbooks for sex equity.
Recruit nontraditional students
for traditional classes.
Try to encourage students to
enter nontraditional classes.

Explain all traditional and
nontraditional roles.
Made all phases not reflect sex
bias.
Changed the image of
traditional roles in
agriculture.

To remove sex bias in
textbooks.
To remove sex bias in
brochures, etc.
To enroll more males in
nontraditional classes.

Female guest speakers.
Females recruited.
Females encouraged to pursue
engineering.

More males enrolled in classes
of home economics as females.
Placed more males on advisory
committee than females.
Reviewed all workbooks and
materials and found no sex
bias.

Have male and female officers
of FBLA.
Increased membership in FBLA so
that sexes are close in
numbers.
Had male run for regional
office FBLA.

TABLE 13 Continued

SEX EQUITY ACCOMPLISHMENTS IN SCHOOLS IN PAST YEAR

Instructors Continued

Female speaker in nontraditional role - secret service.
Male speaker in nontraditional role - model/display trimmer.
Using males and females in fashion shows.

More students in nontraditional classes.
More exploration by middle school.
No designation of traditional roles.

Equalness in class totals.
Work stations flexible.
Female supervisors.

Equal nos. in classes.
Reviewed audio visuals and books for stereotyping.
Dual homemaker roles are stressed.

Males in the Parenting Program-Single-Married Parent-Student Project.
Males in FHA/HERO for 87-88 year (5 males).
Male participation in Star Events.

Encouraged both sexes of the need for vocational training.
Recruited both sexes for vocational business and office programs.
Geared instruction to total sex equity.

Reviewed my printed materials and deleted sex bias wording.
Review V/A.
Review older text books and replaced.

Had more female guest speakers.
Visited more stores with female managers.
More emphasis on intersex relations.

Increased male membership in FHA.
Increased male enrollment in home economics classes.
Decreased the attrition rate of male students in home economics classes.

Displayed posters etc. showing both boys and girls in agribusiness settings.
Encouraged females to run for FFA officers.
Show films that illustrate sex equity.

More males are enrolled in all phases of Home Economics than ever before.
Film strips are used which are not sex biased.
F.H.A./HERO now has male members.

Our automotive class is open to all female/male students without sex discrimination.
Further we have career days for all students. Look us over and work within our class.

Almost equal number of males and females in the courses.
Extra effort made to eliminate sex-biased examples or language in the courses.
Extra effort made to encourage students to enter nontraditional fields if they desire to do so.

TABLE 13. Continued

SEX EQUITY ACCOMPLISHMENTS IN SCHOOLS IN PAST YEAR

Instructors Continued

The F.H.A. organization has male membership. We feel that the home economics program does not have a problem with sex equity. We have been addressing this issue for several years.

Have female student who has worked in a coop position, completed the program. Passed the Ky. Voc. Achievement Test for Drafting and is employed as a drafter. Currently have another female pursuing same goal.

Brochures.

Included sex equity policy in program handbook as well as school handbook. Encouraged male students to seek additional education in a female dominant field.

Try to provide courses such as greenhouse maintenance, bedding plant propagation. Invited girl F.F.A. members to talk to classes about getting in F.F.A. and vocational classes. Try to provide more in-class work than shop work.

Our home ec. dept. has had a large number of males in the program for several years. Our major change has been an increase in male involvement in our FHA chapter.

To instill in the student the understanding of sex discrimination.

To develop an understanding that the student can attain levels of proficiency in a nontraditional field.

To develop a proficiency in desiring students in fields of their chosen area.

Taught my class without feeling funny about having males in it when we talked about female things.

Made it a known fact that males did better in keyboarding.

Two years ago at Shawnee high school I took a male in the Typing I area and Accounting I area as Best in school to a contest at Spencerian College to compete with all females.

Tried to increase the enrollment of both sexes in the programs.

Invited female speakers to talk to students about post-secondary education and/or job availability to both male/female students in their area or related areas of training.

Administrators, counselors, and instructors were asked to identify the practice from a list of negative practices in which they had observed the most change in the past five years. Their responses are summarized in Table 14.

TABLE 14

MOST CHANGE IN PRACTICES OVER PAST FIVE YEARS

AdministratorsNo. Response

- | | | |
|---|---|----------|
| | No Response | None |
| 2 | All | #c, d, f |
| 2 | #a. Rules or regulations denying admission to certain courses or programs on the basis of sex. | |
| 6 | #c. Unwritten understandings that some courses or programs are for males and other courses for females, even though there is no formal policy to that effect. | |
| | #d. A tendency for counselors to suggest traditional options to male and female students undecided as to a career. (A traditional option for a student is one in which 80% or more of the students pursuing that option are of the same sex as that student.) | |
| | #e. A tendency for counselors to discourage already interested students from entering nontraditional programs. (A nontraditional option for a student is one in which 80% or more of the students in the program are of the opposite sex.) | |
| 3 | #f. A reluctance by teachers to have nontraditional students in their courses. | |

CounselorsNo. ResponseNo. Response

- | | | | |
|---|--|---|-----|
| 2 | No Response | 2 | N/A |
| 2 | #a. Rules or regulations denying admission to certain courses or programs on the basis of sex. | | |
| 7 | #c. Unwritten understandings that some courses or programs are for males and other courses for females, even though there is no formal policy to that effect. | | |
| 5 | #f. A reluctance by teachers to have nontraditional students in their courses. | | |
| 2 | #g. A tendency to take the sex of the students into consideration in determining the type of work/study, cooperative education, or job placements provided for students. | | |

TABLE 14 Continued

MOST CHANGE IN PRACTICES OVER PAST FIVE YEARS

Instructors

<u>No.</u>	<u>Response</u>	
13	No Response	I have been at SHS for <u>three</u> years--do not feel that I have adequate information.
5	No changes needed.	
	I don't think there is one.	All
4	#a. A tendency for feeder school counselors to suggest different options to male and female students undecided as to a career.	
4	#b. A tendency for feeder school counselors to discourage already interested students from entering nontraditional programs.	
5	#c. Rules or regulations denying admission to certain courses or programs on the basis of sex.	
2	#d. Quotas limiting the number of males or females admitted to certain courses or programs.	
9	#e. Unwritten understandings that some courses or programs are for males and other courses for females, even though there is no formal policy to that effect.	
	#f. A tendency for the vocational school counselors to suggest traditional options to male and female students undecided as to a career.	
12	#h. A reluctance by teachers to have nontraditional students in their courses.	
2	#i. A tendency to take the sex of the students into consideration in determining the type of work/study, cooperative education, or job placements provided for students.	

Administrators were asked if nontraditional persons were employed in office, custodial and professional positions in their respective schools. Table 15 summarizes their responses.

TABLE 15

NONTRADITIONAL PERSONS EMPLOYED IN SCHOOLS

Position	No. Responding	No. of Positions	No Response
Office	11 1 1	0 1 3	5
Custodial	3 3 6	0 1 2	5 ? What is nontraditional in this area?
Professional	8 1 2	0 1 2	7
Other	1	0	16 We have a male as a B. & O. instructor. We also have a female Horti- culture instructor.

Counselors and instructors were asked if their schools had any special activities to attract students to nontraditional programs. Responses are summarized in Table 16.

TABLE 16

ACTIVITIES TO ATTRACT STUDENTS TO NONTRADITIONAL PROGRAMS

Counselors

<u>No.</u>	<u>Response</u>	
4	No Response	Open acceptance by all.
1	Scholarships.	Yes, boys are in FHA and home ec. classes. These young men speak to incoming freshman about the class.
4	No.	Make specific efforts to inform students when it is appropriate.

TABLE 16 Continued

ACTIVITIES TO ATTRACT STUDENTS TO NONTRADITIONAL PROGRAMS

Counselors Continued

I make literature available; I provide counseling as requested; we conduct a Career Day from time to time and all students have access to all career reps.

We have special material to promote nontraditional program. There is a sex equity committee which is in favor and available to implement any needed changes.

Group sessions - free literature is distributed - tour of classes and visiting certain classes to learn more about them. Career Day - every other year.

No. We are planning a career day. I hope to use some professionals in nontraditional careers.

FFA & FHA and the vocational schools provide programs for new students nontraditional roles are topics at these programs.

Tours of the center, recruitment information stressing this fact, and continual reminders to the feeder school counselors.

Recruiting efforts, fliers, brochures, posters, word of mouth.

InstructorsNo. Response

13 No Response

23 No.

No, counselors do all scheduling.

All of our pamphlets, slides, information show both male and females in the class.

Handouts, career day, "informal" counseling.

The females enrolled in the JAVA program are introduced to all the programs at our school.

Video film on activities in classes showing both male and female participants.

We offer a visitation day for all students in both participating schools.

1. More horticulture emphasis.
2. More emphasis on public speaking.
3. More emphasis on skills necessary to be successful in a career (any career).

1. FFA
2. Field trips
3. Co-op (in future)

Junior High Open House to show male/female enrollment in classes they visit.

Yes - computers cad/cam tradition or nontraditional everyone seems to accept computers.

TABLE 16 Continued

ACTIVITIES TO ATTRACT STUDENTS TO NONTRADITIONAL PROGRAMS

Instructors Continued

FHA activities.
Course of study.

Yes - to attract all students,
P.R. program.

View the programs--Career Day,
FFA Day, FHA.

We have a video from state
dept. "Wheels to the Future" a
voc. home ec. Sex Equity
Project that we show to
students.

Recruit all students with an
interest in vocational programs
- then assess academic needs
and needed programs most of the
time without regard to
employment situation and many
times get criticized for not
having jobs for graduates in
the immediate area.

We teachers attend career days
and have class appointments
with all feeder schools. We
show videos and slides and talk
with all students to insure
them of the many opportunities
in the automotive field!

Tours; stress that males and
females are welcome.

Recruitment slide presentation.

Yes. Making aware students
that jobs are available for
people that have good training,
good attitude, willingness to
work, and to succeed.

Bulletin boards; visit feeder
schools; plan activities which
will interest all.

Word of mouth -- Have had
nontraditionals every year.

An FHA program is presented
every Spring in which all 8th
graders are invited to join
FHA. "Wheels to the Future"
video is shown to prospective
students.

I just emphasize that jobs are
open to both male and female
when we are talking about a
particular occupation. The
textbook shows people in
nontraditional roles.

Yes--in Spring posters are sent
to feeder schools encouraging
students to take nontraditional
courses. High school students
are encouraged to continue
taking nontraditional courses.

Instructors were asked questions concerning their achievements in
attracting students to and placing them in nontraditional work
experience/cooperative education assignments.

Table 17 shows the types of work experience placements that have been
arranged for students.

TABLE 17

WORK EXPERIENCE PLACEMENTS FOR STUDENTS

No.	<u>Response</u>	We have a shadowing program with the bank.
8	No Response Specialty clothing stores, department stores, shoe stores, off-price stores. Co-op within the dealerships and independent garages. Working in industry as drafters - sons, cad and manual.	Any type suited to build on their skills and activities in class. Co-op training in various food service industry. Through Office Practicum students are placed as clerks, accounting clerks, and word processors.
5	Co-op.	B&O co-op office positions.
16	None. With businesses in the community on a part-time basis during school and full-time upon graduation. All types relating to agribusiness. Day-care Head Start Elementary school Pre-school Contact is made through Craft Committee members and local employers and Health Services students are on the job the second semester. Senior students - marketing co-op. Some are to be placed on home farm or agriculture related business. There is no formal co-op training program.	Co-op and personal contacts. Those that correlate with their classroom learning. ex. hospitals, clinics, Dr.'s offices, nsg. homes, x-ray depts., PT depts., labs, etc. Placements in banks, insurance agencies, hospitals, schools, etc. Each student has a supervised occupational experience program. They also get experience at school. Ag. Mechanics, Sales & Service; Ag. Processing. To avoid drop-outs. Day cares; kindergarten; early grades; kiddy world at high school. At this point farm placement. Co-op activities with local industries. On-the-job training.
3	Office situations. My students work in the offices at the schools.	

TABLE 17 Continued

WORK EXPERIENCE PLACEMENTS FOR STUDENTS

To be placed in a field in which there is an opportunity for them to attain a feeling of success and training in the field of retailing.

Co-op during school (senior year) and placement after school is out.

On farm and agribusiness.

When asked if any students were placed in nontraditional work experience/cooperative education assignments, instructors gave the responses shown in Table 18.

TABLE 18

NONTRADITIONAL WORK EXPERIENCE/COOPERATIVE EDUCATION ASSIGNMENTS

No.	Response	Students are placed where ever a good work station can be located - that provides the needed work experience.
9	No Response	
15	No.	
11	N/A	Yes. Male students working as aides at local hospital while in class.
	Do not know.	
	Yes - males in elementary classrooms; day cares; nursery schools.	None placed in diesel mechanics.
	We have plans for these placement next year.	If available.
	Yes - male students have been placed as cashiers.	We place both male and female students in the above positions.
	Yes - some males have been required with other duties to take orders by phone and answer the telephone at place of employment.	Yes, Seals, Tel Service.
		Male - cashier/checker.
3	Yes - office.	We have a male working in a bank position that have been previously designated for women.
	Yes; males placed in word processing positions in the business community.	The males have to work in secretarial positions.
	Yes - farm.	They are placed in the area of training -- that makes it "traditional."

TABLE 18 Continued .

NONTRADITIONAL WORK EXPERIENCE/COOPERATIVE EDUCATION ASSIGNMENTS

Yes, if their training and job goals reflect this to be best.

Yes, females are put on co-op assignments as well as males.

Male students have been placed in medical clinics working at medical secretary positions.

Yes - we have boys enrolled in co-op.

Yes, the local Olds dealer has one of our students, female. We have placed 8-female students in the automotive field; however 7 of them have married automechanics and are now homemakers (We tried).

All instructor responses regarding positive or negative experiences of students placed in nontraditional work assignments were POSITIVE. Table 19 shows a summary of instructor responses.

TABLE 19

POSITIVE/NEGATIVE STUDENT EXPERIENCES
NONTRADITIONAL WORK ASSIGNMENTS

<u>No.</u>	<u>Response</u>	
16	No Response	Positive-both teachers & pupils love a male role model-so many early childhood educators are women.
21	N/A	
10	Positive.	Positive-It was designed for a student based on value to that student; therefore he/she got out of the course what he/she was looking for.
3	Positive-learned a great deal working with both sexes.	Female student worked as a mech. crafter in a welding shop that fabricates mining equipment. Employer & student were well satisfied with results.
	Have had male students placed as nursing assistants & medical assistants and their work experience was a positive one because they were treated as an employee; not a male employee doing a "supposedly" female job!	Positive-possible further training.
	Positive-Females are allowed to enter and do all experiences usually related to male activities; i.e., construct shop projects.	All work assignments are a part of student's growth plan, therefore, all work assignments are positive.
	Don't know.	Many of our students are still employed in their original co-op position.
	No females placed.	

Table 20 shows the instructors' responses concerning the effect of nontraditional placements on the attitudes at their schools on sex equity.

TABLE 20

EFFECTS OF NONTRADITIONAL PLACEMENTS
ON SEX EQUITY ATTITUDES IN SCHOOLS

<u>No.</u>	<u>Response</u>	
		Unknown as of now.
25	No Response	Good co-op work situations and job placement always provide a good situation for all.
9	None.	
19	N/A	I really don't know if it has had effects on the attitudes of the school or not. Seems like the males have always been accepted in these roles in this school.
	That it is not a sissy class - and you can have the respect of other adults in a job well done.	
	Other students felt less unlimited in a nontraditional field.	I feel the school does a very good job in employing all people on a equal basis. The nontraditional student can serve as a role model for other nontraditional students.
	We have more students willing to go in the nontraditional fields with as much concern.	

Training

Administrators, counselors, and instructors were asked questions concerning their training in sex equity activities. With a mean score range of 1.5 to 1.7, the three groups indicated varying levels of training. A majority of administrators (56 percent) and instructors (60 percent) indicated that they have not attended any programs, workshops or other activities to make school staff aware of the problem of sex discrimination in the labor force. Seventy-two percent of the counselors indicated that they had attended such training activities.

For those indicating that they had such training, they indicated that the training was provided by state vocational education agencies or local education agencies. Such training programs were rated effective or somewhat effective.

When asked if they had attended programs, workshops or other activities to alert staff to sex-fair educational materials or on how to detect sex bias in materials, all three groups--administrators, counselors, instructors--were almost evenly split between YES and NO responses. Those having had training indicated that such training was provided by their schools or other agencies and that such training was effective.

Needs

Administrators, counselors, and instructors were asked what three sex equity goals they hope to accomplish in their schools during the next year. Table 21 shows their responses.

TABLE 21

SEX EQUITY GOALS IN SCHOOLS FOR NEXT YEAR

AdministratorsNo. Response

3 No Response

2 Sustain.

4 None; no problem.

Continue to work with my teaching staff on awareness. Continue to examine teaching materials and texts to further reduce sex biased materials. Continue to work with feeder schools and the community to further inform them of opportunities available for students in nontraditional areas.

Counselors and administrators attend work shops on sex equity.

More computer software on career choices for students based on sex equity.

Have all textbook committees take a hard look at sex equity in the adoption.

Equal opportunity.

To comply with our Bd. of Ed. stated goals.

To continue placement of nontraditional students in classes.
To promote as many nontraditional students as possible in gainful, job placement cooperative programs. An increase in counseling time for nontraditional students.

Increase nontraditional percentages in all programs. A true nontraditional orientation to all new students taking the entrance exam. Publicize success stories of nontraditional placement.

Obtain a higher % of females in nontraditional roles. Increase awareness of sex stereotyping in jobs. Do sex equity curriculum modifications if necessary.

Examine texts, references, and other printed materials. Continue media advertisement. Continue recruitment efforts in regard to sex equity.

Females in all areas. Co-op placement in all areas (female).

TABLE 21 Continued

SEX EQUITY GOALS IN SCHOOLS FOR NEXT YEAR

Counselors

<u>No.</u>	<u>Response</u>	
4	No Response	Increase nontraditional enrollment. Increase nontraditional co-op placements. Increase nontraditional completers.
	Sex equity is not a problem in this school.	
	I work with each student that asks for help and remind students that all classes are open to both females and males.	Provide basic information to students concerning their rights both male and female. Insure as much as possible that these rights are protected.
	More students in nontraditional programs. More female students in Voc. Centers. More employers interested in hiring females.	Our teachers are aware and very cooperative in the area of sex equity. Continue same procedure, as in past, in stressing to students importance of sex equity.
	Enroll more women in all classes. Speak to more civic organizations. Be able to advertise more.	Become more aware of salary differences between the sexes. Strive to reach the 80:20% mix. Work with instructors (when needed) to better prepare them for nontraditional students.
	Follow-up on last 5 yr. graduates. Attend workshop on sex equity. Have (soph.) students attend seminar on subject.	To continue to list in the high school handbook all courses are open to all students regardless of sex.
	Like to get more students enrolled in nontraditional programs. Would like to place more students in nontraditional co-op jobs.	To continue to counsel potential vocational student to any program they desire regardless of sex. To work with teachers (if there are any) that may have a bias.
	Acquire nontraditional career literature for office. Continue to counsel students in nontraditional career selection and inform students of such opportunities. Conduct a Career Day program for all students and have nontraditional reps. present.	Encourage students interested in vocational school to carefully examine nontraditional areas. Encourage graduates to consider nontraditional majors. Continue to increase female enrollment in ag.

TABLE 21 Continued

SEX EQUITY GOALS IN SCHOOLS FOR NEXT YEAR

Counselors Continued

To improve on the goals above.

I do not know.

Work shops for parents.
Work shops for employers.
Educ. Staff.

InstructorsNo. Response

11 No Response

12 None; no problem.

Include more boys in FHA.

2 Continue as now.

Acquire more up to date visuals
in some units.

Have more females enroll in my
program.

Traditional classes opening to
nontraditional students.

Add female to craft advisory
committee.

Sex equity in co-op placement.
Sex equity in class supervision
(house front and back).
Sex equity in competition
events.

To guide students into choosing
careers without considering sex
bias.

Make the parents of students as
well as the general public
aware of the programs offered
at the Center, which are well
adapted for exploring career
opportunities for today's job
market, to young people of both
sexes.

To further an understanding
with student of sex
discrimination.
To allow students a chance for
more opportunities in
nontraditional careers.
To update materials on
nontraditional careers in the
student's chosen field.

Just to be aware of any
problems in area.

Increase the number of males in
nontraditional classes.
Increase the number of females
in nontraditional classes.
Would like to see female
teachers in nontraditional
classes.

Place my male student in a
co-op position next fall as a
medical office employee.
Have more males enter my class
next fall.
Make males feel comfortable.

Use more male resource persons.
Find some nontraditional role
models.
Be more selective of audio
visuals.

Encourage male students to
complete FHA degrees.
Encourage male students to run
for FHA offices.
Increase male membership in all
home economics classes by 20%.

TABLE 21 Continued

SEX EQUITY GOALS IN SCHOOLS FOR NEXT YEAR

Instructors Continued

I need to use the females as much as the males when needing help moving or lifting heavy objects.

Reverse sex discrimination in home economics.
Females won't sign up because there are too many males.

Increase number of male students in program.
Increase number of speakers in nontraditional role.

Make sure that all testing be on an equal basis.
Develop more labs that would enable all my student to become more mechanical minded.

More enrollment in nontraditional.
Examples of nontraditional as role models.

Have more girls enroll in Voc. Ag.
Have more girls serve on FFA officers.
Have more women serve as resource people.

Have more nontraditional students enroll.
Provide assistant to all students.
Relate the importance of agriculture to all regardless of sex.

Eliminate sex inequities in the program.
Teach more traditional roles in a unisex setting.
Encourage students (male and female to participate).

Female job placement.
Double female enrollments.
Guest speakers from industry.

Increase female enrollment.
Reduce sex bias of same students.
Increase awareness of opportunities in nontraditional rules.

Observe greater representation of males in FBLA involvement.
Motivate both sexes to prepare for vocational careers.
More male enrollment in vocational business and office programs.

Increase numbers of males in office procedures classes.
Help students to realize males can type as fast as females.
Revise some of my bulletin boards to include more pictures of males and females in nontraditional careers.

More males enrolled in FHA club.
More males involved in nontraditional fields of work which I encouraged.
More teaching of contemporary issues to gather and understanding of changing roles of males and females.

To increase male enrollment in Business and Office Program for the coming year.
To encourage at least one male to be an officer in FBLA.
To give Safety Committee responsibilities to at least one male.
Keep craft committee equitable.

TABLE 21 Continued

SEX EQUITY GOALS IN SCHOOLS FOR NEXT YEAR

Instructors Continued

To overcome a, b, e below:

1. a. A tendency for feeder school counselors to suggest different options to male and female students undecided as to a career.
2. b. A tendency for feeder school counselors to discourage already interested students from entering nontraditional programs.
3. e. Unwritten understandings that some courses or programs are for males and other courses for females, even though there is no formal policy to that effect.

Increased female enrollment of adults.

Female to finish the program.
I have never had a female to finish diesel mechanics.

Have more males in class.
Encourage more males to seek additional education.
Encourage school to have another workshop on sex equity.

Have every student work on vocational agriculture as a career option.
Have more girls in agriculture.
Remove the myth that agriculture is only for males.

Help more females get promotions at their co-op.
Have more female guest speakers.
Visit more stores with female supervisors.

Increase leadership roles among males in FBLA through committee participation.
Develop team in parliamentary procedure on which both sexes are represented.
Run male candidate for regional office.

Male officers for FHA/HERO.
Male enroll in Child Care Services.
Former male student now in a traditional female job speak to classes and FHA.

Administrators, counselors, and instructors identified from a list of negative practices the one practice in which they felt the most progress had been made over the past five years (pp. 39-40). From that same list, the three groups were asked to identify the practice which they felt the most change is still needed. Table 22 summarizes their responses.

TABLE 22

PRACTICE IN WHICH MOST CHANGE IS STILL NEEDED

AdministratorsNo. Response

- | | | |
|---|---|-------|
| 4 | No Response | #d, e |
| 4 | None | |
| 4 | #c. Unwritten understandings that some courses or programs are for males and other courses for females, even though there is no formal policy to that effect. | |
| 3 | #d. A tendency for counselors to suggest traditional options to male and female students undecided as to a career. (A traditional option for a student is one in which 80% or more of the students pursuing that option are of the same sex as that student.) | |
| 2 | #g. A tendency to take the sex of the students into consideration in determining the type of work/study, cooperative education, or job placements provided for students. | |

CounselorsNo. Response

- | | | |
|---|--|----------|
| 3 | No Response | Unusable |
| 4 | N/A | |
| | #b. Quotas limiting the number of males or females admitted to certain courses or programs. | |
| 2 | c. Unwritten understandings that some courses or programs are for males and other courses for females, even though there is no formal policy to that effect. | |
| 2 | #d. A tendency for the vocational school counselors to suggest traditional options to male and female students undecided as to a career. | |
| 2 | #f. A reluctance by teachers to have nontraditional students in their courses. | |
| 5 | #g. A tendency to take the sex of the students into consideration in determining the type of work/study, cooperative education, or job placements provided for students. | |

TABLE 22 Continued
PRACTICE IN WHICH MOST CHANGE IS STILL NEEDED

Instructors

<u>No.</u>	<u>Response</u>	<u>No.</u>	<u>Response</u>
18	No Response	9	No changes needed.
10	#a. A tendency for feeder school counselors to suggest different options to male and female students undecided as to a career.		
	* I don't believe the counselors suggest different options to male versus female. I think there is a tendency to <u>discourage</u> vocational education <u>generally</u> !		
6	#b. A tendency for feeder school counselors to discourage already interested students from entering nontraditional programs.		
10	#e. Unwritten understandings that some courses or programs are for males and other courses for females, even though there is no formal policy to that effect.		
3	#f. A tendency for the vocational school counselors to suggest traditional options to male and female students undecided as to a career.		
3	#h. A reluctance by teachers to have nontraditional students in their courses.		

In regard to the practice in which change is still needed, respondents were asked how it needs to be changed, what's holding back the change, and what can be done about the change. Tables 23, 24, and 25 summarize the responses of administrators, counselors, and instructors.

TABLE 23
HOW PRACTICE NEEDS TO BE CHANGED

Administrators

<u>No.</u>	<u>Response</u>	
8	No Response	Our students may still perceive certain courses (ex. shop - ind. arts) as being only open to males when it is not.
	Belief and attitudes.	
	Attitudes still need to be changed about all courses being open to all students.	More effort made to assist persons wanting to enroll in a nontraditional program to overcome fear of doing so.

TABLE 23 Continued

HOW PRACTICE NEEDS TO BE CHANGED

Administrators Continued

Move from scheduling to career interest.

Even though there is a policy against sex discrimination there exists in the minds of most persons male and female jobs.

Better education of opportunities available.

This school has for years made a strong effort in providing equal opportunities to students of both sexes.

The unwritten "traditions" are the most difficult to change. People need to understand that the ability to

No change.

CounselorsNo. Response

7 No Response

Suggest options related to observed, expressed, or tested interest and skills.

More education for feeder school counselors about sex equity.

There may be a few teachers in the vocational school that feel somewhat uncomfortable teaching or working with nontraditional students, but I don't feel that there is a problem.

Myths and untruths need to be omitted about certain classes and subjects.

Time will take care of this with proper education. Women need to be viewed as successful in nontraditional careers. This does not happen overnight.

Students selected regardless of the job, if they can physically do it.

Other than #f there aren't any practices that are out of line. All these have been worked on and at this time our school is open and encourages anyone to enter regardless of who they are.

Meaningful discussion which can lead to a change in attitudes which will in turn lead to a person being chosen for a job solely upon their abilities.

We need to suggest all career options - not just traditional.

We are doing a good job in this area.

Instructors understand the equal abilities of either sex.

Hopefully, more students will go into nontraditional careers as time goes on.

1. First come first serve basis
2. Females are just as much entitled to a field of their choice as males.

TABLE 23 Continued
HOW PRACTICE NEEDS TO BE CHANGED

Instructors

No. Response

25 No Response

2 N/A

Students could be guided toward learning a skill or an art.

Open up all areas of instruction.

Teachers need to accept student as a person.

Literature sent.

To let students know voc. school can still be college bound.

Allow students choice to see if they like class.

Students need to be encouraged to explore nontraditional courses.

Would like to see more students and teachers in nontraditional careers.

Students showing an interest should be encouraged to enroll by counselors.

In-service for counselors on nontraditional career opportunities.

Instead of unwritten changes, these changes need to be clearly stated.

To give guidance and options but not based on traditional roles.

I don't know enough about the Voc. Schools.

Image and stereotypes need to disappear.

Counselors need to be better informed as to career options.

Not representative of real world.

Counselors need a better understanding of the values of vocational education and how it can benefit all students. They need to be made aware of current job opportunities and changes in education.

I do not feel that I can answer this as I'm not sure any of this is going on. However, it does seem to me that surely there are more males out there that are interested in some aspect of the Health Field.

For the counselors in feeder programs to encourage students to enter a nontraditional field.

Counselors and instructors should encourage students to try nontraditional areas if the students wants.

Let them know that all options are available. An example would be high achievers (A students) taking vocational classes.

Counselors need to be more informed and not discourage students from attending vocational school.

TABLE 23 Continued
HOW PRACTICE NEEDS TO BE CHANGED

Instructors Continued

Most feeder school counselors do not understand voc. ed. - how can they encourage or discourage?

Counselors need to become more familiar with every program available in the school.

Females being admitted to nontraditional classes.

Image of vocational education needs to be changed in the minds of feeder school counselors.

Improvements are noted, as stated above, but much needs to be done in order to have total cooperation and understanding from feeder school counselors.

Change attitude of students on nontraditional roles-make classes a real challenge for the nontraditional student.

For people to view a person on his/her abilities rather than the sex of the individual.

The high school counselors need to restrain from disallowing students to take vocational courses on the assumption they are going to college.

Students need to understand that they, regardless of sex, can benefit from vocational agriculture programs.

Students should feel that all courses are open to them. The individual should be the one to decide whether it is for him or her.

Vocational Programs need to be placed as important as what some schools consider "Basic Courses." Ag. for boys, Home Ec. for girls.

TABLE 24

WHAT'S PREVENTING CHANGE IN PRACTICE

Administrators

No. Response

7 No Response

People.

Poor attitudes and lack of understanding.

We are moving toward eliminating this - takes time.

Educators who are not educated.

Stereotype of positions.

Student/parent attitude.

Tradition and the inertia of change.

Change took place several years ago.

TABLE 24 Continued

WHAT'S PREVENTING CHANGE IN PRACTICE

Administrators Continued

Fear of failure or ridicule on the part of the individual.

Tradition.

No change.

CounselorsNo. Response

10 No Response

Some counselors are unaware of doing this.

Archaic thinking among older teachers who still see set roles.

Various organized groups who want to maintain the status quo. They feel that change will negatively affect them.

Counselor attitude;
student/employee attitude.

Change is taking place.

Attitude.

We need more women in administration in our schools.

Attitude of parents!

Values of employers.

Traditional views of counselors.

InstructorsNo. Response

29 No Response

3 Tradition.

2 College bound courses prohibit taking voc. school.

Community attitudes, personal bias.

Programs and devaluation of voc. ed.

? Probably lack of knowledge of counselors.

Stigma of "vocational courses" versus "college prep" courses.

Mind-sets.

Students do not have the interest in this careers or they are not receiving the information on nontraditional careers.

The student's lack of understanding job opportunities for the nontraditional student.

Preset ideas.

Reluctance of feeder counselors to adapt to "modern" ways or ideals.

Nothing-just getting the right person to take the first step.

TABLE 24 Continued

WHAT'S PREVENTING CHANGE IN PRACTICE

Instructors Continued

Student attitudes.

Students inform us that counselors tell them if they go to voc. ed. they can't go to college.

Maybe counselors are not totally aware of the offerings at the Voc./tech. centers.

People still want to label certain classes and occupations as female or male oriented.

I believe the planned change to a middle school will help the problem.

Teacher training.

Ignorance of the facts.

A need for enrollment in the home high schools.

"Tracking" of students into college bound courses w/o giving students a well rounded curriculum.

They need more information.

Stereotypes.

Teacher attitudes.

Lack of information.
Need additional staff programs for the counselors.

Board support and counselors understanding of the programs.

I'm not sure.

TABLE 25

ACTION TO BRING CHANGE IN PRACTICE

AdministratorsNo. Response

6 No Response

N/A

Improve chances of employment for persons trained in nontraditional areas.

Bring in persons who have prepared themselves, obtained jobs, held jobs and are presently employed in those types of jobs.

More emphasis put on opportunities.

Require educators to serve some practicum in career ed. and some time in a voc. ed. center.

When people begin to find employment in all industries, etc., then I feel students will begin to ask for classes which prepare them for work.

Most awareness of the possibilities that exist for people in all types of careers.

TABLE 25 Continued
ACTION TO BRING CHANGE IN PRACTICE

Administrators Continued

Time.	Continue to work with everyone, but especially those who are closed minded and have not accepted the concept of sex equity.
No change.	
Continued effort.	
	Retirement.

Counselors

<u>No.</u>	<u>Response</u>	
8	No Response	Group discussions, workshops.
	Unreadable.	Education, bringing in successful workers into school (nontraditional careers).
	Consciousness needs to be raised.	More career counseling and sex equity education for high school counselors.
	More available literature; nontraditional career interest inventories for students; in-service for counselors.	I see no problem; I feel the people with whom I work are successful in the area of sex equity.
	Uncertain.	Women need to be more assertive. <u>Culture lag</u> .
	Education in these areas.	Continued dialogue to bring about change in attitude along with positive enforcement of legislation already on the books.
	Students cannot be forced into certain areas just to meet demands of state or government quotas!	

Instructors

<u>No.</u>	<u>Response</u>	<u>No.</u>	<u>Response</u>
30	No Response	2	Educate and update the counselors as to the opportunities available in a nontraditional field.
3	No answer.		Enroll students of all levels (academically, socially, etc.).
2	Change in public relations.		
	In-service.		

TABLE 25 Continued

ACTION TO BRING CHANGE IN PRACTICE

Instructors Continued

Orientation of feeder school counselors and others about voc. education.

Counselors talk to our staff and observe classes.

Educating the students and teachers of career opportunities and dealing with sexual bias.

Allow the student the "opportunity of choice" without counselors making negative general statements about vocational education.

More information give about nontraditional careers. Have all 9th grade students visit vocational center.

Continue to encourage representation of both sexes in all occupational programs.

Teachers and counselors suggesting students try nontraditional courses. If students like the course, then they can spread the word.

Teachers and staff working closer together--teachers educate counselors more about their programs, counselors willing to put forth effort to learn.

Meetings or workshops for those approving the schedules (English teachers).

State enforcement of change.

In-service on voc. ed. for counselors and board support.

Proof that both males and females are capable of handling the exact same job.

Workshops.

Educate school counselors through tours of facilities in-service and other programs.

Education by Dept. of Education.

Allow options.

Education.

More flexibility in scheduling.

A few girls getting into the program and seeing the benefit. Hopefully our alumni association can help solve some of this problem.

Changing attitude toward females.

Tell counselors that students need to be prepared to study an area and follow through on specific preparatory classes--not wander around through a "preparation for nothing." Counselors (and more administrators) need to attend vocational conferences and other workshops and seminars.

Administrators, counselors, and instructors were asked what is the biggest constraint to achieving sex equity in their respective schools and

what resources they need to overcome this constraint. Tables 26 and 27 summarize their responses.

TABLE 26

CONSTRAINTS TO ACHIEVING SEX EQUITY IN RESPECTIVE SCHOOLS

Administrators

<u>No.</u>	<u>Response</u>	
	No Response	Don't have a problem in school. It's after school years that their problem exists and probably will until the present generation holds administrative positions.
3	Parents.	Reluctance by prospective students to enroll in nontraditional vocational programs.
2	Home school counselors.	Local values.
2	We do not seem to have a big problem. Students are permitted to take the class of their choice.	The community still has a lot of bias.
3	We have sex equity.	Peer pressure for younger students 18-25.
	Students are happy in traditional roles.	
	People's perception.	

Counselors

<u>No.</u>	<u>Response</u>	
3	No Response	Attitude of parents!
5	None.	Students cannot be forced into certain areas just to meet demands of state or government quotas!
	Society still has preconceptions as to male/female occupations. It is difficult to overcome parental opinions and expectations.	Attitudes which have in the past been held by leadership.
	I feel our school does an excellent job in achieving sex equity. The problem is sex equity in the world of work.	The general public's bias against certain classes or work for certain groups.
	Unwillingness to part with tradition.	Getting support from the feeder high school counselors.
	The students' attitude, not the school's.	Culture lag.
		Students expectations.
		Attitude of parents/students; personal choice of students.

TABLE 26 Continued

CONSTRAINTS TO ACHIEVING SEX EQUITY IN RESPECTIVE SCHOOLS

Instructors

<u>No.</u>	<u>Response</u>	
11	No Response	Public and student opinion, regarding what girls should take and not take.
27	None; no problem.	Reluctance to change.
2	Student attitudes.	Attitudes of students and teachers.
	Attitudes of the community, parents, students.	Trying to instill in older more traditional teachers that even though basics are still important, we live in a "new" society.
	I'm not aware of <u>any</u> inequities other than a few instructors who like the old status quo.	Understanding of the needs of society.
	We do not have enough students that want to be in nontraditional careers.	Tradition and preconceived notions.
	Do not see any major constraints; many students are involved in nontraditional classes.	Change of attitude in the community.
	Vocational has a "male" definition to it - as a term, students need to understand what vocations are and who can be involved.	Knowledge of situation.
	Home school counselors will not advise female students to vocational school.	Not enough cooperation from parents in helping their children decide on a career.
	Students enrolling in Voc. programs want jobs when they leave the program. If nontraditional students do not find employers ready to hire because of sex then this reduces the number of nontraditional people wanting to enroll.	A few teachers in some nonvocational departments.
		Locale.
		Counseling staff.
		Community attitudes - ideas passed from parents to children about traditional jobs according to sex - also parents sometimes don't like the idea of their child enrolling in a nontraditional class.

TABLE 27

RESOURCES TO OVERCOME CONSTRAINT TO ACHIEVING SEX EQUITY

Administrators

<u>No.</u>	<u>Response</u>	
5	No Response	Increased "TNT" program.
2	None	More public awareness.
	N/A	1. Continued education process within the school that can be carried over into the community.
	Time, education, retirement.	2. Time - values in community change over a period of years.
	Requirements.	
2	Time.	Assistance to help interested persons to overcome the "fear" of at least trying a nontraditional program with the intent of being successful.
	I'm not really sure, but possibly more in-service programs, etc.	
	A new generation.	

Counselors

<u>No.</u>	<u>Response</u>	
6	No Response	T.V. viewing is major influence. Get quality shows for <u>women</u> . Promote women administrators in school.
3	N/A	Unk.
	Greater media coverage of successful nontraditional placements and career areas.	More advertising money.
	More information to students/parents about all career opportunities; more <u>time</u> for counselor to be able to spend in career counseling.	More awareness.
	Education.	In-service.
	Attitudes changed.	More role models.
		Positive social interaction carried out in objective manner.

TABLE 27 Continued

RESOURCES TO OVERCOME CONSTRAINT TO ACHIEVING SEX EQUITY

Instructors

<u>No.</u>	<u>Response</u>	
24	No Response	Workshops, seminars.
13	N/A	PTO programs about sex equity presented by vocational teachers and students.
2	Don't know.	Better education for counselors.
2	Educate the biased instructors.	Feeder schools encouragement.
	In-service for teachers and counselors at home school.	1. More job opportunities.
	Open discussion in classes about careers, nontraditional career opportunities.	2. Teaching materials.
		3. "Hands on" experience.
	Resources cannot accomplish anything. Bias cannot be overcome easily. Those individuals need to learn to keep their feelings in.	Cooperation and support by school and community through all channels of media.
	1. Time.	There is a need to convince male students that Business and Office classes are not just for females.
	Better education on nontraditional careers in early grades (like 5th - 8th grades).	Literature.
	Successful nontraditional role models. Teachers who strive to overcome sex biases.	Video, resource personnel showing how female and male alike can benefit from our program.
	More videos demonstrating successful nontraditional happenings.	Career information.
	Many employers who want nontraditional hires.	Additional help, faculty and staff helping each other.
		Counselors meeting with parents.

Administrators, counselors, and instructors were asked how important sex equity is in their respective schools. Their responses are summarized in Table 28.

TABLE 28

IMPORTANCE OF SEX EQUITY IN YOUR SCHOOL

AdministratorsNo. Response

4 No Response

7 Very important.

3 I feel we have no sex equity problems.

Somewhat important.

High priority.

Important, but students choose their own fields of endeavor. Teachers/Administrators should not cause a field change for a student just to satisfy sex equity.

It is very important because it means giving individuals an opportunity to choose what is right and best for them.

CounselorsNo. Response

2 No Response

Unimportant.

Not very important.

Important.

Rather important.

2 Very.

5 It is not an issue.

Very important because of state mandates and guidelines.

Not the #1 problem.

It is an issue we are constantly aware of trying to deal with.

It's important, but I don't feel that we have a problem in our school. Students are welcome and successful in nontraditional programs.

Little - things are in order.

Back burner. We wait for society to change--then we implement accordingly.

Not very to most.

InstructorsNo. Response

9 No Response

17 Not an issue.

4 Not important.

No. Response

6 Not very important.

6 Very important.

4 Important, but not a problem.

TABLE 28 Continued

IMPORTANCE OF SEX EQUITY IN YOUR SCHOOL

Instructors Continued

Don't know.

Somewhat important.

No more important than any of our other objectives.

Moderately important.

Important.

I feel all is copesetic!

Very important because we the school want each student, male or female to be equal in every area of learning.

It is really not discussed much because we have no problems with students getting into any program they wish.

We feel the average for the school is satisfactory.

Evidently not as imp. as you - 25 pages. Motivation and self esteem much more in demand.

Many students put pressure on nontraditional students, as well as negative comments from teachers.

Any student may enroll in any vocational class and be successful if he/she wants to succeed.

What we consider important at our school is not sex equity, but that the student be placed in the program where their interests lie. Students are more eager to learn when they like what they are doing, be it a traditional or nontraditional area.

I know of no one denied entry into any of the school programs because of sex. However I think people need to be realistic - If you enroll in a nontraditional program (which we encourage), then be aware that employment may be more difficult to find.

All three groups--administrators, counselors, and instructors were asked to share any additional comments that they would like concerning sex equity. Their comments are summarized in Table 29.

TABLE 29

COMMENTS CONCERNING SEX EQUITY

AdministratorsNo. Response

8 No Response

3 No.

Let it happen.

We have sex equity!

We are trying.

TABLE 29 Continued
COMMENTS CONCERNING SEX EQUITY

Administrators Continued

Most individuals simply do not desire to be employed in a nontraditional setting. I personally feel that a man or woman can function equally in the others traditional role. I see the need for this to be a common feeling; however, I don't feel an all out crusade is necessary.

I have 4 sons and a daughter. I want all 5 to be what they want to be w/o bias.

I think it will come about through natural processes. I do not really feel our school (students) feel there are any areas where sex prevents them from achieving their goal.

We are pleased with the balance between the number of male and female students in our vocational areas including Industrial Arts, Home Economics, and Agriculture.

Counselors

No. Response

9 No Response

4 No.

Do you have speakers available? We would like an assembly program for our students.

At our school we are agreeable to having either males or females in any class.

Most staff members are very supportive of this concept. I am new to vocational education this year. As time goes by, I may be more aware of or more knowledgeable about what activities will have a positive effect on sex equity and what to do about changing society's attitude regarding traditional careers.

Our students do not have a problem with the way we assign classes.

I feel that individuals in leadership positions definitely have the greatest impact on others attitudes.

We are able to encourage students to sign up for nontraditional careers but the majority do not attend because of parental pressure and peer pressure.

Sometimes we put too much pressure on to encourage people to enter nontraditional careers. We should remember that the final choice rests with the individual personally. I have personally been made to feel guilty because I chose not to enter a nontraditional. I feel this is "reverse discrimination," and I have seen it occur at other times also. We do need to guard against this. This survey is too long!

TABLE 29 Continued
COMMENTS CONCERNING SEX EQUITY

Instructors

No. Response

26 No Response

20 No.

4 As I have already stated, sex equality has long been attained in this school.

The attitude of the community puts alot of pressure on students in nontraditional careers.

I have seen more changes in the last 4 years regarding sex equity and I feel more will come in the future.

I do not see sex equity as a great problem in education - school proper. We continually have problems finding work situations and jobs for the nontraditional - I do not see this as a problem of education - I do see education's part in improving this as being the provider of good workers for needed work situations.

Our biggest problem is not with sex bias; it is in the area of "academic " bias. Counselors and several teachers outside the vocational areas discourage taking vocational classes.

More workshops available.

Much to do about nothing . . . If individuals are qualified and will do the job -- they will receive their due respect regardless of their sex.

As far as our school is concerned, I feel we have no real problem with sex equity. We have a balance of male-female students in nontraditional classes based on individual choices at registration and counseling by the counseling department.

I feel that our dept. is in good shape in this area. We have 44 different males in our dept. this semester and many of them are in more than one class. We have no major problems in working with both sexes.

I feel that maybe too much attention is paid to sex equity -- if as much time was spent listening to the student and their particular academic and vocational interests, we wouldn't need to worry about sex equity. The student would then be in the area of their choice, by choice and not sex equity.

Very negative survey instrument!

THE RICHARDSON, DAVIS, EHRESMAN SURVEY

Principals, counselors, instructors, traditional students, nontraditional students, parents of traditional students and parents of nontraditional students responded to questions concerning attitudes toward sex bias, enrollment of nontraditional students, barriers affecting nontraditional enrollments, and attitudes toward vocational education.

Survey Response

The combined sample size of administrators/principals, counselors, vocational instructors, nontraditional and traditional students and one parent of each was 1,792.

Table 30 shows the number of survey respondents and nonrespondents. An analysis of data in Table 30 shows the return rate for each of the groups. The total return rate was 41 percent and is due to the low return rate of parent surveys.

TABLE 30
NUMBER OF SURVEY RESPONDENTS AND NONRESPONDENTS

Sample Group	Sample Size	No. of Respondents	No. of Non-Respondents	Return Rate %
Principals/ Administrators	28	21	7	75
Counselors	28	14	14	50
Vocational Teachers	56	40	16	71
Nontraditional Students	420	236	184	56
Nontraditional Parents	420	75	345	18
Traditional Students	420	257	163	61
Traditional Parents	420	84	336	20
Total	1792	727	1065	41

Demographic Data

Table 31 shows the frequency and percentage of respondents by sex. Included in this study were 339 males and 363 females.

TABLE 31
FREQUENCY AND PERCENTAGE OF OPINION SURVEY
BY SEX

	Males		Females	
	n	%	n	%
Administrators/Principals N=19	15	79	4	21
Counselors N=13	9	69	4	31
Teachers N=38	25	66	13	34
Traditional Vocational Students N=256	170	66	86	34
Nontraditional Vocational Students N=229	75	33	154	67
Parents of Traditional Vocational Students N=79	25	32	54	68
Parents of Nontraditional Vocational Students N=68	20	29	48	71
Totals N=702	339	48	363	52

According to the responses of administrators, 26 percent of the administrators had greater than 500 students in their schools; 74 percent had less than 500 students in their schools.

Thirty-one percent of the parents of traditional students were parents of males; 67 percent were parents of females. Of the parents of nontraditional students, 29 percent were parents of males; 71 percent were parents of females.

Table 32 shows the number of teacher respondents from each vocational service area. The largest percentages of teachers were from Home Economics and Business and Office Programs.

TABLE 32

NUMBER AND PERCENTAGE OF TEACHER RESPONDENTS
BY VOCATIONAL SERVICE AREA (N=38)

	Number of Teacher Respondents	Percentage of Teacher Respondents
Agriculture	5	13
Business and Office	10	26
Health Careers	2	5
Trade and Industry	1	3
Home Economics	20	53

Vocational instructors were asked to identify the number of male and female students in their courses. Table 33 shows that 79 percent of the instructors had over eight male students and that 45 percent had over eight female students in their classes.

TABLE 33

NUMBER OF MALE AND FEMALE
STUDENTS IN INSTRUCTORS' CLASSES

Number of Students	Males		Females	
	n	%	n	%
None	1	3	5	13
1-2	3	8	5	13
3-5			7	18
6-8	4	11	4	11
Over 8	30	79	17	45

Given a definition of a traditional student and a nontraditional student, students were asked to identify the program in which they were enrolled. Their parents were also asked to identify the type of program in which their respective son or daughter was enrolled. Table 34 shows their responses.

TABLE 34

TYPE OF PROGRAM IN WHICH STUDENTS ARE ENROLLED
AS IDENTIFIED BY STUDENTS AND PARENTS

Group	Traditional		Nontraditional	
	n	%	n	%
Traditional Students N=256	233	91	23	9
Nontraditional Students N=228	33	14	195	86
Parents of Traditional Students N=80	76	95	4	5
Parents of Nontraditional Students N=70	6	9	64	91

Table 35 shows the number of years traditional and nontraditional students were enrolled in vocational education programs. The percentages were the highest for the first-year students with 48 percent for traditional students and 68 percent for nontraditional students. Second-year students represented 38 percent of traditional students and 23 percent of nontraditional students. Third-year students represented 8 percent of traditional students and 5 percent of nontraditional students. Fourth-year students represented 6 percent of traditional students and 4 percent of nontraditional students.

TABLE 35

NUMBER OF YEARS ENROLLED IN VOCATIONAL PROGRAMS
BY TRADITIONAL AND NONTRADITIONAL STUDENTS

Number of Years	Traditional Students (N=254)		Nontraditional Students (N=230)	
	n	%	n	%
1	122	48	157	68
2	96	38	52	23
3	20	8	11	5
4	16	6	10	4

Yearly household income reported by traditional and nontraditional students is presented in Table 36. In the traditional student group, 36 percent indicated a \$20,000 & over income; 46 percent of the nontraditional group indicated an income of \$20,000 and over. Table 37 shows yearly household income reported by parents of traditional and nontraditional

students. Fifty-four percent of parents of traditional students reported an income of \$20,000 and over; 37 percent of parents of nontraditional students reported an income of \$20,000 and over.

TABLE 36

YEARLY HOUSEHOLD INCOME REPORTED BY
TRADITIONAL AND NONTRADITIONAL STUDENTS

	Traditional Students (N=256)		Nontraditional Students (N=232)	
	n	%	n	%
Less than \$5,000	29	11	33	14
\$5,001 - \$10,000	29	11	25	11
\$10,001 - \$15,000	29	11	14	6
\$15,001 - \$20,000	77	30	53	23
\$20,000 and above	92	36	107	46

TABLE 37

YEARLY HOUSEHOLD INCOME REPORTED BY
PARENTS OF TRADITIONAL AND NONTRADITIONAL STUDENTS

	Parents of Traditional Students (N=80)		Parents of Nontraditional Students (N=67)	
	n	%	n	%
Less than \$5,000	7	9	10	15
\$5,001 - \$10,000	11	14	15	22
\$10,001 - \$15,000	9	11	6	9
\$15,001 - \$20,000	10	12	11	16
\$20,000 and above	43	54	25	37

Tables 38 and 39 show the responses of traditional and nontraditional students concerning the identification of their Father's occupation and their Mother's occupation.

TABLE 38

FATHERS' OCCUPATIONAL CATEGORIES REPORTED BY
TRADITIONAL AND NONTRADITIONAL STUDENTS

Traditional Students

<u>No.</u>	<u>Response</u>	<u>No.</u>	<u>Response</u>
68	No Response	8	Teacher or other educator
25	Skilled craftsman	11	Agriculturist (farmer)
	Skilled craftsman (general contractor)		Agriculturist; manager and/or administrator
2	Skilled craftsman (carpenter)		Skilled worker (electrician-mechanic)
	Skilled craftsman (coal tippie operator; electrician)	2	Professional
	Skilled craftsman and agriculturist		Professional landscaper
3	Skilled craftsman (welder)	5	Mechanic
12	Semiskilled worker		Machine mechanic
	Semiskilled worker and agriculturist		Dry wall hanger
4	Semiskilled worker (factory machine operator)	2	Carpenter
4	Semiskilled worker (truck driver)		Fireman
	Laborer (truck driver)		Disable
7	Truck driver	4	Foreman
9	Laborer		Electrician
	Laborer (gas station)		Electrician and plumber
5	Laborer (construction)		Chemical engineer
8	Clerk or salesperson		Conductor
4	Service worker	2	Physician
	Service worker (minister)		Student
2	Service worker (postal)		Coal miner
2	Service worker (jailor)		Mine repairman
2	Technician		Computer operator
10	Manager and/or administrator		Sheet metal worker
4	Owner of business		Contractor
			Bookkeeper
			Department head
			Roofer
			State trooper
			Deceased

Nontraditional Students

<u>No.</u>	<u>Response</u>	<u>No.</u>	<u>Response</u>
58	No Response	2	Skilled craftsman (factory foreman)
4	Clerk or salesperson	2	Semiskilled worker (coal miner)
14	Skilled craftsman		Semiskilled worker (forklift driver)
	Skilled craftsman (repairman)	6	Semiskilled worker (factory machine operator)
	Skilled craftsman (mine inspector)		
7	Laborer		

TABLE 38 Continued

FATHERS' OCCUPATIONAL CATEGORIES REPORTED BY
TRADITIONAL AND NONTRADITIONAL STUDENTSNontraditional Students Continued

<u>No.</u>	<u>Response</u>	<u>No.</u>	<u>Response</u>
12	Semiskilled worker	2	Carpenter
3	Technician	9	Professional
2	Service worker		Glenn's oil, gas & water
2	Service worker (custodian)		drilling
	Service worker (minister)		Welder/machinist
	Service worker (policeman)		Timber
	Service worker (dept. jailer)		Coal mine superintendent
15	Manager and/or administrator	2	Policeman
7	Teacher or other educator		Lawyer
	Salesperson, skilled craftsman,	3	Truck driver
	and professional		Assistant superintendent
4	Agriculturist (farmer)		Mortgage banker
	Farm laborer	7	Deceased
7	Business owner	2	Mechanic
	Pipe fitter	3	Engineer
	Career military		Pressmen
2	Retired		Framer
	Floor installer	2	Electrician
	Cloth designer		Works at Brown's Inc.
	Works with horses	2	Not employed
			Housekeeper

TABLE 39

MOTHERS' OCCUPATIONAL CATEGORIES REPORTED BY
TRADITIONAL AND NONTRADITIONAL STUDENTSTraditional Students

<u>No.</u>	<u>Response</u>	<u>No.</u>	<u>Response</u>
107	No Response	9	Manager and/or administrator
9	Teacher or other educator	4	Owner of business
	Teacher or other educator (cook	8	Semiskilled worker
	for grade school)		Semiskilled worker (sewer)
3	Skilled craftsman		Assistant to department head
14	Service worker		Deceased
	Service worker (hair dresser)		Cashier
	Service worker (cook)	2	Counselor
	Service worker (housekeeper)		Nursing preceptor assistant
10	Technician	10	Semiskilled worker (factory
5	Technician (nurse)		machine operator)

TABLE 39 Continued

MOTHERS' OCCUPATIONAL CATEGORIES REPORTED BY
TRADITIONAL AND NONTRADITIONAL STUDENTSTraditional Students Continued

<u>No.</u>	<u>Response</u>	<u>No.</u>	<u>Response</u>
18	Clerk or salesperson		Farm laborer
	Clerk or salesperson (secretary)	3	Farmer
5	Secretary		Dental assistant
	Bookkeeper, secretary	2	Laborer
4	Bookkeeper	2	Housekeeper
	Clerk (bookkeeper)		Stem picker
	Travel agent - bookkeeper, secretary		Student
			Professional
			Homemaker

Nontraditional Students

<u>No.</u>	<u>Response</u>	<u>No.</u>	<u>Response</u>
82	No Response	2	Semiskilled worker (day care center)
10	Clerk or salesperson	8	Manager and/or administrator
	Clerk-secretary	3	Professional
3	Secretary		Dentist (professional)
	Office bookkeeper/receptionist	2	Dental assistant
	Bookkeeper, secretary	3	Deceased
13	Technician	2	Nurse aid
10	Teacher or other educator	5	Self-employed
13	Service worker		Not employed
	Service worker (beautician)		Crossing guard
	Service worker (kindergarten aid)		Factory employer
12	Semiskilled worker		Owens business and real estate agent
	Assistant to director		Social worker
	Physical therapist aide		Cosmetologist
3	Housekeeper		Engineer
	Shipping foreman		Real estate agent
4	Factory machine operator		Sawyer
5	Business owner		Clark Casual furniture
	Restaurant hostess	3	Housewife

Tables 40 and 41 show the responses of the parents of traditional students and of nontraditional students concerning their present occupations and the occupations of their son's or daughter's other parent.

TABLE 40

RESPONDING PARENTS' OCCUPATIONAL CATEGORIES

Parent of Traditional Student

<u>No.</u>	<u>Response</u>	<u>No.</u>	<u>Response</u>
24	No Response	2	Agriculturist
6	Clerk or salesperson		Technician
4	Service worker		Secretary
	Service worker (jailor)	2	Bookkeeper
	Service worker (dental assistant)		Housewife
	Service worker (hair dresser)	3	Waitress
3	Semiskilled worker	3	Factory machine operator
	Skilled craftsman	2	Retired
2	Manager and/or administrator		Tax examiner
7	Teacher or other educator		Electrician and repairman
	Teacher or other educator (cook)		Sales planner
2	Laborer		Department head
	Farm laborer		Department head; production manager
		2	Nurse

Parent of Nontraditional Student

<u>No.</u>	<u>Response</u>	<u>No.</u>	<u>Response</u>
18	No Response	2	Laborer
	Skilled craftsman	4	Manager &/or administrator
	Skilled craftsman (mechanic)		Professional
2	Clerk or salesperson		Agriculturist
	Service worker		Certified medication aide
3	Semiskilled worker	2	Owner of business
	Technician (nurse)		Cook in day care center
	Technician (physical therapist aide)		Reviewer clerk
	Technician (podiatric assistant)	2	Secretary
	Engineering technician	2	Not employed
6	Teacher or other educator		Custodian
	Teacher or other educator (bus driver)		Pumpman in coal mines
	Teacher or other educator (kindergarten aid)		Security officer
		2	Hairdresser
		2	Housekeeper
			Electrician
			Waitress
		2	Factory worker

TABLE 41

OTHER PARENTS' OCCUPATIONAL CATEGORIES
REPORTED BY RESPONDING PARENT

Other Parent of Traditional Student

<u>No.</u>	<u>Response</u>	<u>No.</u>	<u>Response</u>
19	No Response	8	Manager and/or administrator
6	Skilled craftsman		Technician
3	Clerk or salesperson		Laborer/semiskilled
	Clerk (office manager)		Professional
3	Service worker	2	Teacher
	Service worker (barber)	3	Farmer
	Service worker (cook)		Nurse
	Service worker (mail carrier)		Electrician
3	Laborer	2	Housewife
7	Semiskilled worker		Conductor
	Semiskilled worker (truck driver)		Sales broker
3	Semiskilled (factory machine operator)		Formerly service (mgr.) auto
			Carpenter
			Tech support

Other Parent of Nontraditional Student

<u>No.</u>	<u>Response</u>	<u>No.</u>	<u>Response</u>
18	No Response		Housewife
5	Semiskilled worker	2	Deceased
2	Semiskilled worker (truck driver)		Steel worker
		2	Unemployed
3	Semiskilled worker (factory)	3	Owner of business
	Laborer		Professional
	Laborer (construction worker)		Director of sales
	Agriculturist		Assistant to director
5	Skilled craftsman		Assistant supervisor
2	Teacher or other educator		Drill operator
	Teacher or other educator (minister & teacher)		U.S. Army
	Service worker		Shipping clerk
6	Manager and or administrator		Grooming horses
			Retired
			Work in day care

Both traditional and nontraditional students were asked to identify their Fathers' level of education and their Mothers' level of education.

TABLE 42

LEVEL OF EDUCATION FOR FATHER AND MOTHER
PERCENTAGE IDENTIFIED BY TRADITIONAL AND NONTRADITIONAL STUDENTS

	Traditional Students Father	Traditional Students Mother	Nontraditional Students Father	Nontraditional Students Mother
Eighth Grade or Less	18	12	22	21
Didn't Finish High School	40	49	32	32
High School Graduate	11	17	7	16
Some College	13	12	14	13
College Graduate	19	10	24	18

Parents of traditional and nontraditional students were asked to identify the level of education of the responding parent and of the other parent of the students. Table 43 shows their responses.

TABLE 43

RESPONDING PARENT AND OTHER PARENT EDUCATIONAL LEVELS
PERCENTAGE IDENTIFIED BY RESPONDING PARENTS

	Parent of Traditional Student Respondent	Parent of Student Other	Parent of Nontraditional Student Respondent	Parent of Student Other
Eighth Grade or Less	9	14	13	25
Didn't Finish High School	18	19	9	12
High School Graduate	34	39	50	36
Some College	24	14	13	17
College Graduate	16	15	16	10

Survey Data

Summaries of the responses to the Richardson, Davis, Ehresman Survey for the seven survey sample groups are presented in Appendix C: administrators/principals, counselors, teachers, nontraditional vocational students, parents of nontraditional vocational students, traditional vocational students, parents of traditional vocational students. The

findings are summarized and compared for the seven sample groups based upon questions relating to the vocational teacher, nontraditional vocational student, vocational counselor, vocational administrator/principal, family of nontraditional students, and friends of nontraditional students.

Positive and negative items were included in the Likert-type instrument. To "strongly agree" with the positive item indicated a strong sex-fair attitude and to "strongly disagree" with a negative item indicated a strong sex-fair attitude. With the exception of the vocational administrator/principal section, each section included a mixture of positive and negative items. A summary of responses to each positive and negative item is presented according to the six topics to which each series of questions pertain-vocational teacher, nontraditional vocational student, vocational counselor, vocational administrator/principal, family of nontraditional students, and friends of nontraditional students.

Vocational Teacher

Item 1: Administrators/principals, counselors, teachers, and parents had mean response scores ranging from 4.1 to 4.7 indicating that teachers welcomed students into their classes regardless of sex.

Item 2: Administrators/principals, counselors, teachers, and parents had a mean response score ranging from 4.1 to 4.5 indicating that teachers gave the same assignments to students of both sexes.

Item 3: Administrators/principals, counselors, teachers, and parents had a mean response score ranging from 4.0 to 4.5 indicating that they agree that teachers DO NOT separate males and females into separate groups for class activities or projects. Pertaining to this same point, students were asked if their vocational teacher expected males and females in their vocational classes to learn the same skills. Traditional students (1.8 mean score) and nontraditional students (1.1 mean score) indicated that males and females had to meet the same teacher expectations in vocational classes.

Item 4: This negative item had a mean score range of 1.4 to 2.0 indicating DISAGREEMENT that only one sex was allowed to do all class demonstrations.

Item 5: With a mean score range of 1.8 to 2.5, administrators/principals, counselors, teachers and parents indicated that on this negative item they DISAGREED that vocational teachers make comparisons between performance skills of males and females. And when asked if their vocational teachers treated male and female students differently in their classes, students (1.1 to 1.8 mean score range) said NO.

Item 6: This was a negative item which had a mean score range of 1.3 to 1.8. Administrators/principals, counselors, instructors and parents all DISAGREED that vocational teachers encouraged only males to choose careers where they can be independent and exercise leadership.

Item 7: The seven survey groups had a mean response range of 4.0 to 4.7 indicating that vocational teachers use the same grading procedures for both male and female students.

Item 8: With a mean response range of 4.2 to 4.9, administrators/principals, counselors, instructors, and parents seem to feel that vocational teachers equally encourage both male and female students to complete their vocational programs.

Item 9: Administrators/principals, counselors, instructors, and parents seem to AGREE that vocational teachers explain possible problems and barriers that a student may encounter when seeking a job usually held by the opposite sex. The groups had a mean response score range of 3.6 to 3.9.

Item 10: With a mean range score of 3.9 to 4.2, administrators/principals, counselors, instructors, parents, and students AGREED that vocational teachers encourage all students to notify them if they are being treated unfairly by classmates of the opposite sex.

Item 11: A mean response range of 4.2 to 4.5 indicates that all groups feel that vocational teachers make information available on the opportunities and benefits of finding a job in their respective fields.

Item 12: With a mean response range of 1.1 to 1.6 on this negative question, administrators/principals, counselors, instructors, and parents STRONGLY DISAGREED that vocational teachers make fun of students in class.

Item 13: With a mean response range of 4.1 to 4.6, administrators/principals, instructors, and students AGREED that textbooks and other materials showed men and women doing the work that is being taught in class. With a mean response range of 3.7 to 3.9, counselors, and parents indicated a mixed response between AGREEMENT and UNDECIDED.

Item 14: Concerning providing students with the opportunity to talk about jobs with persons who have jobs in fields usually made up of the opposite sex, all groups AGREED.

Item 15: Administrators/principals, counselors, instructors, and traditional parents indicated with a mean score range of 4.0 to 4.5 that they felt vocational teachers did try to eliminate sex bias in their classroom. Nontraditional parents (3.8 mean) showed a greater variation in their responses, but 69 percent did AGREE with the statement.

Item 16: The survey groups had a mean score range of 3.2 to 3.8 indicating UNDECIDED concerning teachers' use of sex-fair language.

In this section concerning the vocational teacher, administrators/principals, counselors, teachers, and parents ranked as follows in their attitudes toward sex-fair treatment of nontraditional students:

1. Instructors
2. Administrators/Principals
3. Traditional Parents
4. Counselors
5. Nontraditional Parents

Nontraditional Students

Item 17: On this negative item, a mean score range of 2.3 to 2.8 indicated that administrators/principals, instructors, and parents DISAGREED that males enrolled in nontraditional courses would be considered "sissy." Counselors (3.1 mean) were mixed in the responses among DISAGREE, UNDECIDED and AGREE.

Item 18: On this negative item, a mean score range of 2.1 to 2.7 indicated that all groups DISAGREED that females enrolled in nontraditional courses would be considered a tomboy.

Item 19: On this negative item, with a mean score range of 2.0 to 2.5, administrators/principals, counselors, instructors, and parents DISAGREED that students who enter nontraditional courses do so for socializing rather than for learning purposes.

Item 20: On this negative item, administrators/principals and counselors (mean score range 1.5 to 1.6) STRONGLY DISAGREED that some vocational courses were only appropriate for males and others only appropriate for females. Instructors and parents (2.1 to 2.8 mean score range) also DISAGREED with the statement.

Item 21: This negative item stated that nontraditional students will be expected to make better grades in nontraditional courses. All groups DISAGREED; however, administrators/principals, counselors and instructors STRONGLY DISAGREED while traditional and nontraditional parents DISAGREED. There was a greater distribution among parental responses DISAGREE, UNDECIDED, AGREE and STRONGLY AGREE (2.1 to 2.4 mean score range) than there was among administrators/principals, counselors, and instructors (1.6 to 1.9).

Item 22: Regarding the negative item stating that students feel uncomfortable in a program that has been traditionally for the opposite sex, administrators/principals STRONGLY DISAGREED; instructors AGREED; and counselors and parents were UNDECIDED.

Item 23: Administrators/principals, counselors, and instructors STRONGLY DISAGREED with the negative item that nontraditional students will not be treated fairly in classes (1.5 to 1.7 mean score range). Parents DISAGREED with this negative item (2.2 to 2.4 mean score range).

Item 24: Concerning the negative item that nontraditional students will not be able to get jobs in their respective fields, all groups DISAGREED. Administrators/principals, counselors, and instructors STRONGLY DISAGREED (1.7 to 1.9 mean score range); parents DISAGREED (2.1 to 2.3 mean score range).

Item 25: All groups STRONGLY AGREED (4.4 to 4.9 mean score range) that vocational programs should be open to all students.

Item 26: On this negative item, administrators/principals, counselors, instructors, and parents of nontraditional students STRONGLY DISAGREED (1.4 to 1.9) with the statement that female students lack the knowledge in math to

adequately complete the requirements of a trade and industry program. Traditional parents DISAGREED (2.2 mean) with the negative statement.

Item 27: All groups STRONGLY AGREED with the statement that their school should support the elimination of sex bias (4.1 to 4.8 mean score range).

Item 28: Regarding the negative statement that male students lack the finger coordination to perform certain skills such as typing, all groups STRONGLY DISAGREED (1.3 to 2.0 mean score range).

In this section pertaining to nontraditional students, administrators/principals, counselors, instructors, and parents ranked as follows regarding sex-fair attitudes:

1. Parents of Traditional Students
2. Parents of Nontraditional Students
3. Counselors
4. Instructors
5. Administrators/Principals

Vocational Counselors

Item 29: A 4.0 to 4.5 mean score range indicated that all groups AGREED that vocational counselors used the same admission policy for all students.

Item 30: On this negative item, administrators/principals, traditional students and nontraditional students STRONGLY DISAGREED that vocational counselors counsel male and female students differently. Counselors, instructors and parents (2.1 to 2.7 mean score ranged) indicated that they DISAGREED with this negative statement.

Item 31: All groups indicated UNDECIDED concerning whether vocational counselors point out sex biases that probably exist in jobs (3.3 to 3.7 mean score range).

Item 32: Counselors and students indicated that they believed that vocational counselors emphasize the higher salaries and benefits to be obtained in jobs that have been traditionally for men only. Administrators/principals, instructors, and parents (3.0 to 3.4 mean score range) were UNDECIDED. Both traditional and nontraditional students indicated that they believed they would have a skill adequate for getting a job when they completed their vocational courses.

Item 33: With a 3.3 to 3.9 mean score range, all groups indicated an UNDECIDED attitude concerning vocational counselors' efforts to make students aware of possible problems that they may encounter in a nontraditional course. In their questionnaires, traditional and nontraditional students indicated that their vocational counselors encouraged them to enter vocational classes and informed them of the types of skills and learning activities that occurred in vocational classes before the students enrolled.

Item 34: Administrators/principals, counselors, and parents indicated AGREEMENT that vocational counselors encouraged all students to complete all

vocational requirements (4.1 to 4.6 mean score range). Instructors were UNDECIDED.

Item 35: With a 3.4 to 4.0 mean score range, the groups were UNDECIDED concerning vocational counselors' exposure of students to persons who have jobs in fields usually made up of the opposite sex.

Item 36: Administrators/principals, counselors, and parents of traditional students indicated AGREEMENT with the statement that vocational counselors explore a variety of career options with all students. Instructors and parents of nontraditional students indicated they were UNDECIDED on this point.

Item 37: With a 4.1 to 4.5 mean score range, administrators/principals, counselors, and parents AGREED that vocational counselors demonstrate through their actions that vocational counseling is as important for females as it is for males. Instructors indicated they were UNDECIDED on this point.

Item 38: Administrators/principals, counselors, instructors, and parents of traditional students indicated that vocational counselors do try to eliminate sex bias in all career counseling (4.0 to 4.7 mean score range). Parents of nontraditional students were somewhat UNDECIDED.

Item 39: All groups indicated that they were UNDECIDED regarding counsel with parents of students who seek training in fields dominated by members of the opposite sex (3.1 to 3.4 mean score range).

Item 40: Administrators, counselors, and parents of traditional students AGREED that vocational counselors advised students and parents of career options available to all students in vocational education--4.0 to 4.6 mean score range. Instructors and parents of nontraditional students, mean response range 3.6 to 3.7, were UNDECIDED about this point.

The survey groups in this section ranked in the following order regarding attitudes toward the sex-fair treatment of the nontraditional student.

1. Counselors
2. Parents of Traditional Students
3. Administrators/Principals
4. Instructors
5. Parents of Nontraditional Students

Principal

Item 41: With a mean response range of 4.2 to 4.7, administrators/principals, counselors, and instructors AGREED that a policy statement of nondiscrimination in all vocational programs had been issued. Parents of traditional and nontraditional students were UNDECIDED.

Item 42: Concerning the notification of students, parents, counselors, teachers, community leaders, and employers of compliance with Title IX, administrators/principals, counselors and instructors AGREED that was done; parents were UNDECIDED.

Item 43: Administrators/principals, counselors, and instructors indicated that they AGREED that school bulletins, admission policies, and graduation requirements were reviewed for sex bias (4.3 to 4.5 mean response range). Parents of traditional and of nontraditional students were UNDECIDED (mean response 3.5 to 3.6).

Item 44: With a mean response range of 4.1 to 4.4, administrators/principals, counselors, and instructors AGREED that there is no discrimination in the use of equipment or restroom facilities for either sex. Parents were UNDECIDED (mean response range 3.5 to 3.7).

Item 45: Administrators/principals, counselors, instructors, and parents of traditional students AGREED that it was publicized through letters or handbooks to parents and students that all vocational courses were open to all students (mean response range 4.1 to 4.6). Parents of nontraditional students (3.8 mean) were UNDECIDED.

Item 46: Administrators/principals (4.1 mean) AGREED that training sessions to eliminate sex bias were held for all school personnel. Counselors, instructors, and parents were UNDECIDED (3.4 to 3.7 mean response range).

Item 47: With a 4.1 to 4.3 mean response range, administrators/principals, counselors and instructors AGREED that principals interpret the need to eliminate sex bias to parents, community leaders and policy making groups. Parents were UNDECIDED (3.4 to 3.6 mean response range).

Item 48: Administrators/principals and instructors AGREED that members of the opposite sex were actively recruited into programs which have been traditionally for either males or females (4.0 to 4.3 mean response range). Counselors and parents were UNDECIDED.

Item 49: All groups felt that students were encouraged to complete all vocational program requirements (4.0 to 4.7 mean response range).

Item 50: Parents of nontraditional students were somewhat UNDECIDED concerning the publicity for employment possibilities in all vocational areas for both males and females (3.9 mean). All other groups AGREED with a 4.0 to 4.5 mean response range.

The survey groups in this section ranked in the following order regarding attitudes toward the sex-fair treatment of the nontraditional student.

1. Administrators/Principals
2. Instructors
3. Counselors
4. Parents of Traditional Students
5. Parents of Nontraditional Students

Family

Item 51: Only parents of traditional students (4.1 mean) AGREED that families encouraged students to enter whatever vocational area they wished. All other groups were UNDECIDED (3.4 to 3.9 mean response range).

Item 52: All groups were UNDECIDED concerning the provision of family support and encouragement for nontraditional students (3.7 to 4.0 mean response range).

Item 53: Administrators/principals, counselors, and parents were UNDECIDED concerning the demonstration of family interest and support in vocational programs by personal contacts with the school (3.2 to 3.7 mean response range). Instructors (2.9 mean) DISAGREED.

Item 54: All groups AGREED that families do discuss potential problems and solutions that may be of help to nontraditional students (3.2 to 3.9 mean response range).

Item 55: On this negative item, all groups DISAGREED that families would be embarrassed if children enrolled in a nontraditional program (2.1 to 3.0 mean response range).

Item 56: On this negative item, administrators/principals, counselors, instructors DISAGREED that fun would be made of nontraditional students (2.2 mean responses). Parents of traditional and nontraditional students STRONGLY DISAGREED (1.8 to 1.9 mean response range).

Item 57: On this negative item, administrators/principals, instructors and parents indicated DISAGREEMENT with the statement that families expect their own career choice to be followed rather than the students' preference of career (2.1 to 2.7 mean response range). Counselors were UNDECIDED.

Item 58: Administrators/principals, instructors, and parents were UNDECIDED concerning families' attempts to change their own sex-bias attitudes (3.0 to 3.4 mean response range). Counselors DISAGREED.

Item 59: On this negative item, all groups DISAGREED that families strongly oppose their children's enrollment in nontraditional programs (2.0 to 2.7 mean response range).

Item 60: Parents AGREED that they urged students to complete the vocational program of the students' choices (4.0 to 4.3 mean response range). Administrators/principals, counselors and instructors were UNDECIDED (3.7 to 3.9 mean response range).

The survey groups in this section ranked in the following order regarding attitudes toward sex-fair treatment of the nontraditional student.

1. Parents of Traditional Students
2. Counselors
3. Administrators/Principals
4. Parents of Nontraditional Students
5. Instructors

Friends

Item 61: On this negative item, all groups indicated DISAGREEMENT (2.1 to 2.8 mean response range).

Item 62: With a mean response range 2.2. to 2.3, all groups DISAGREED on this negative item concerning friends discouraging nontraditional students by saying that they will not get jobs in their fields.

Item 63: Concerning the negative item that nontraditional students are treated as outcasts, administrators/principals, instructors and parents STRONGLY DISAGREED (1.8 to 2.0 mean response range). Counselors DISAGREED.

Item 64: All groups AGREED that students are encouraged to enroll in the vocational field of their choice (3.5 to 4.0 mean response range).

Item 65: On this negative item, administrators/principals STRONGLY DISAGREED that nontraditional students were discouraged by being told that they lack the skills and knowledge to do well. Counselors, instructors and parents also DISAGREED with the statement (2.0 to 2.3 mean response range).

Item 66: On this negative item, counselors and parents of nontraditional students STRONGLY DISAGREED that nontraditional students were discouraged from trying something new (1.9 mean responses). Administrators/principals, instructors, and parents of traditional students also DISAGREED with this point (2.2 to 2.4 mean response range).

Item 67: With a 2.4 to 2.7 mean response range, all groups DISAGREED that friends tell students it is easy to find a nontraditional job.

Item 68: All survey groups indicated UNDECIDED as to whether friends would support change to eliminate sex bias (3.4 to 3.7 mean response range).

The survey groups in this section ranked in the following order regarding attitudes toward sex-fair treatment of the nontraditional student:

1. Parents of Traditional Students
2. Administrators/Principals
3. Counselors
4. Instructors
5. Parents of Nontraditional Students

Influences on Students

Traditional and nontraditional students were asked 11 questions concerning the extent to which they were influenced by various people in making their decision to enter the vocational program in which they were studying—No Influence, Little Influence, Moderate Influence, Influential, Very Influential. Their responses are shown in Table 44.

TABLE 44

INFLUENCES UPON STUDENTS TO ENTER
THEIR RESPECTIVE VOCATIONAL PROGRAMS

People	Mean Response	
	Traditional Students	Nontraditional Students
Father/Guardian	2.9	2.7
Mother/Guardian	3.1	2.8
Brother(s)	1.8	1.9
Sister(s)	1.8	1.9
Male Friends	2.4	2.4
Female Friends	2.3	2.7
Counselor(s)	2.0	2.1
Regular Teacher(s)	1.9	1.9
Vocational Teacher(s)	2.9	2.7
School Principal	1.9	1.9
Yourself	4.4	4.2

Data Analysis

The sex bias scoring procedure had a score range from 68 (indicating strong sex-bias attitudes) to 340 (indicating little or no sex-bias attitudes). Mean scores and standard deviations (SD) for the groups in the study are listed in Table 45 on the following page.

TABLE 45
ANALYSIS OF SEX BIAS FOR ALL GROUPS

School Group	Total Mean Scores	SD
Counselors	227.4	53.24
Administrators/Principals	226.9	53.27
Instructors	222.5	57.53
<u>Parents</u>		
Parents of Traditional Students	225.8	61.61
Parents of Nontraditional Students	215.4	63.30
<u>Students*</u>		
Nontraditional Students	43.99	21.78
Traditional Students	43.44	20.11

*Sex Bias Scoring Range was 21-105 (21 Questions).

Within the three respective groups in Table 45, instructors, parents of nontraditional students, and traditional students had the lowest sex-bias scores.

Overall scores for means and standard deviations for administrators/principals, counselors, instructors, and parents are shown in Table 46 for the 43 survey items identified as contributing to the enrollment of a nontraditional student. Comparisons of standard deviations for respondents in all groups shows that administrators/principals had the most homogeneous opinions and that parents of nontraditional students had the most heterogeneous opinions.

TABLE 46

FACTORS CONTRIBUTING TO THE ENROLLMENT
OF NONTRADITIONAL STUDENTS

School Group	Total Mean Scores	SD
Administrators/Principals	174.9	31.50
Counselors	170.9	33.44
Instructors	169.8	35.37
<u>Parents</u>		
Traditional Students	165.7	35.38
Nontraditional Students	160.9	38.45

Regarding the 24 survey items concerning barriers/problems affecting enrollment of nontraditional students, overall scores for means and standard deviations for five of the survey groups are shown in Table 47. In comparing standard deviations, parents of nontraditional students had more heterogeneous opinions; counselors, the most homogeneous opinions.

TABLE 47

BARRIERS/PROBLEMS AFFECTING NONTRADITIONAL ENROLLMENTS

School Group	Total Mean Scores	SD
Counselors	51.3	18.64
Instructors	47.9	22.23
Administrators/Principals	47.7	20.58
<u>Parents</u>		
Traditional Students	56.2	25.27
Nontraditional Students	51.1	23.87

Thirty-nine of the survey items pertained to attitudes toward vocational education. Table 48, on the following page, shows overall scores for means and standard deviations for five of the survey groups. Administrators/principals had the most homogeneous opinions; parents of nontraditional students, the most heterogeneous opinions.

TABLE 48
ATTITUDES TOWARD VOCATIONAL EDUCATION

School Group	Total Mean Scores	SD
Administrators/Principals	134.3	30.19
Counselors	133.1	30.70
Instructors	132.5	32.16
<u>Parents</u>		
Traditional Students	134.4	34.08
Nontraditional Students	127.8	36.38

For statistical analysis of significant differences in the means of particular groups in the population, the t Test and F Test were used to test the hypothesis that there was no significant difference in the equality of mean responses.

Table 49 shows the items on which the t Test and the F Test were calculated for particular groups in the population.

TABLE 49
GROUP AND ITEM STATISTICAL ANALYSIS

Group Comparisons	Items
Counselors/Administrators	1-68
Counselors/Instructors	1-68
Parents of Traditional Vocational Students/Parents of Nontraditional Vocational Students	1-68
Male/Female Traditional Vocational Students	3-30
Male/Female Nontraditional Vocational Students	3-30
Traditional Vocational Students/Nontraditional Vocational Students	3-30

The summary for these statistical analyses is presented in Appendix D. There are no significant differences in any of the comparisons.

A P P E N D I C E S

APPENDIX A

Instruction Sheet and Surveys

ADMINISTRATOR SURVEY

The Kentucky Department of Education through the Office of Vocational Education is conducting a study to determine the strengths and weaknesses of your school's efforts to offer programs that provide equal opportunities to all students. We ask your cooperation in providing information that will reflect the views and experiences of the administration in your school.

All information will be totaled and reported only for the school. Your specific answers will be anonymous and confidential.

Please read carefully and complete the attached questionnaire. For the first two parts of the questionnaire, you will need to use the NCS answer sheet. Please use only a #2 black lead pencil and complete the circles with heavy black marks. The third part of the questionnaire should be completed on the questionnaire itself. Please put your social security number on Page 2 of this questionnaire and in the Identification Number blocks on the answer sheet.

Thank you for your assistance.

ADMINISTRATOR SURVEY

PART I

PLEASE INDICATE HOW MUCH YOU AGREE OR DISAGREE WITH EACH OF THE STATEMENTS BELOW (NOS. 1-10). ANSWERS SHOULD REFLECT YOUR OPINIONS ONLY.

- a. Disagree strongly
- b. Disagree somewhat
- c. Agree somewhat
- d. Agree strongly

1. Women who seek careers in traditionally male fields are less respected by men than women in traditionally female fields. (A traditionally male field is one in which 80% or more of those in that field are men.)
2. Men who seek careers in traditionally female fields are less respected by women than men in traditionally male fields. (A traditionally female field is one in which 80% or more of those in that field are women.)
3. Females who seek careers in traditionally male fields will have less successful personal lives than females in traditionally female fields.
4. Males who seek careers in traditionally female fields will have less successful personal lives than males in traditionally male fields.
5. Women and men are naturally suited to different jobs.
6. Women and men should have equal opportunity in training for good, well-paying jobs.
7. There is nothing wrong with encouraging women to train for traditionally male occupations.
8. There is nothing wrong with encouraging men to train for traditionally female jobs.
9. Females in traditionally male programs are generally more motivated to succeed in a career than females in traditionally female programs.
10. Males in traditionally female programs are generally less motivated to succeed in a career than males in traditionally male programs.

PLEASE INDICATE WHETHER EACH OF THE STATEMENTS BELOW (NOS. 11-14) IS TRUE OR FALSE AS FOLLOWS:

- a. Always or almost always true
- b. Tends to be true
- c. Tends to be false
- d. Always or almost always false

- 11. Female vocational education students prefer to be enrolled in classes that are mostly female.
- 12. Male vocational education students prefer to be enrolled in classes that are mostly male.
- 13. Employers are not willing to hire women in jobs which have been traditionally held by men.
- 14. Employers are not willing to hire men in jobs which have been traditionally held by women.

PLEASE INDICATE YOUR RESPONSES TO THE FOLLOWING QUESTIONS:

- 15. How do the salaries of men and women who are doing the same type of job compare? (Shade one)
 - a. Women earn a lot less than men
 - b. Women earn a little less than men
 - c. Men and women earn about the same
 - d. Women earn a little more than men
 - e. Women earn a lot more than men
- 16. How do the salaries in job areas usually filled by men compare to salaries in the job areas usually filled by women? (Shade one)
 - a. Salaries in job areas filled by men are higher
 - b. Salaries in job areas filled by women are higher
 - c. Salaries in male and female job areas are about the same
 - d. Salaries in male and female job areas vary so much based on job level that it's difficult to see any difference

17. How important is it for women to prepare for full-time work outside the home? (Shade one)
 - a. Of no importance
 - b. Of little importance
 - c. Rather important
 - d. Very important
18. Do you think it is more important for men to prepare for work outside the home than for women? (Shade one)
 - a. Definitely
 - b. Probably
 - c. Probably not
 - d. Definitely not
19. Do you think sex discrimination in the labor force is a problem? (Shade one)
 - a. No, it is not a problem
 - b. I'm not sure
 - c. Yes, but not too serious a problem
 - d. Yes, it is a serious problem
20. Do you think that men and women should have equal access to all occupations? (Shade one)
 - a. No, most occupations are clearly more suitable for one sex than the other
 - b. Yes, for most occupations, but there are some exceptions
 - c. Yes, without exception

PLEASE INDICATE THE IMPORTANCE OF THE FOLLOWING STATEMENTS (NOS. 21-28).

Status

- a. Very important
- b. Moderately important
- c. Largely unimportant
- d. Don't know

HOW IMPORTANT DO YOU FEEL VOCATIONAL ADMINISTRATORS COULD BE IN INFLUENCING STUDENTS' CAREER CHOICES?

21. Choices of female students.

22. Choices of male students.

HOW IMPORTANT DO YOU FEEL VOCATIONAL ADMINISTRATORS ACTUALLY ARE IN INFLUENCING STUDENTS' CAREER CHOICES?

23. Choices of female students.

24. Choices of male students.

HOW IMPORTANT DO YOU FEEL VOCATIONAL ADMINISTRATORS COULD BE IN INFLUENCING STUDENT ATTITUDES ABOUT SEX INEQUITIES IN JOB TRAINING AND IN THE LABOR FORCE?

25. Attitudes of female students.

26. Attitudes of male students.

HOW IMPORTANT DO YOU FEEL VOCATIONAL ADMINISTRATORS ACTUALLY ARE IN INFLUENCING STUDENT ATTITUDES ABOUT SEX INEQUITIES IN JOB TRAINING AND IN THE LABOR FORCE?

27. Attitudes of female students.

28. Attitudes of male students.

PLEASE INDICATE TO WHAT EXTENT THE FOLLOWING PRACTICES (NOS. 29-35) EXIST IN YOUR SCHOOLS.

NOW

- a. Almost always
- b. Commonly (at least 50% of the time)
- c. Just some (less than 50% of the time)
- d. Rarely, if at all
- e. Don't know

- 29. Rules or regulations denying admission to certain courses or programs on the basis of sex.
- 30. Quotas limiting the number of males or females admitted to certain courses or programs.
- 31. Unwritten understandings that some courses or programs are for males and other courses for females, even though there is no formal policy to that effect.
- 32. A tendency for counselors to suggest traditional options to male and female students undecided as to a career. (A traditional option for a student is one in which 80% or more of the students pursuing that option are of the same sex as that student.)
- 33. A tendency for counselors to discourage already interested students from entering nontraditional programs. (A nontraditional option for a student is one in which 80% or more of the students in the program are of the opposite sex.)
- 34. A reluctance by teachers to have nontraditional students in their courses.
- 35. A tendency to take the sex of the students into consideration in determining the type of work/study, cooperative education, or job placements provided for students.

PLEASE INDICATE YOUR RESPONSE TO THE FOLLOWING QUESTIONS:

36. Have you attended programs, workshops or other activities to make school staff aware of the problem of sex discrimination in the labor force? (Shade one)
- a. Yes
 - b. No
 - c. Not sure
37. Who conducted these activities? (Shade one)
- a. State Vocational Education Agency
 - b. Local Education Agency or Community College District
 - c. School
 - d. Other, (specify) _____

 - e. Not applicable
38. How effective were they? (Shade one)
- a. Very ineffective
 - b. Can't say
 - c. Somewhat effective
 - d. Very Effective
 - e. Not applicable
39. Have you attended programs, workshop, or other activities to alert staff to sex-fair educational materials or on how to detect sex bias in materials? (Shade one)
- a. Yes
 - b. No
 - c. Not sure

40. Who conducted these activities? (Shade one)
- a. State Vocational Education Agency
 - b. Local Education Agency or Community College District
 - c. School
 - d. Other, (specify) _____

e. Not applicable

41. How effective were they? (Shade one)

- a. Very ineffective
- b. Can't say
- c. Somewhat effective
- d. Very effective
- e. Not applicable

THE NEXT SERIES OF QUESTIONS (NOS. 42-49) RELATE TO ACTIVITIES TO IDENTIFY AND OVERCOME SEX INEQUITY. WHICH OF THE FOLLOWING ARE BEING PLANNED OR IMPLEMENTED BY YOUR SCHOOL?

STATUS

- a. No plans to do it
 - b. Will do it
 - c. Informally implemented on an individual basis
 - d. Formal implementation has begun
 - e. Fully implemented, or completed
42. Develop sponsor or conduct programs, activities, or curricula to make students aware of potential sex inequities in education and the labor force and their rights as employees.
43. Develop sponsor or conduct programs or activities for students to make them aware of or encourage them to enter nontraditional programs.

- a. No plans to do it
 - b. Will do it
 - c. Informally implemented on an individual basis
 - d. Formal implementation has begun
 - e. Fully implemented, or completed
44. Develop, sponsor or conduct special job development, job placement/or job follow-up programs or activities for students in nontraditional occupational areas.
45. Arrange for special guidance and counseling services for nontraditional students.
46. Provide day care services to children of vocational students.
47. Ensure female representation on all school advisory councils.
48. Ensure male representation on all school advisory councils.
49. Sponsor or conduct programs for employers or community organizations such as unions, the PTA, or service clubs to alert them to the problems of sex inequity.

RESPOND YES OR NO TO EACH QUESTION (NOS. 50-60).

- a. Yes
- b. No

WHICH OF THE FOLLOWING TYPES OF EXPERIENCE HAVE YOU HAD WORKING WITH NONTRADITIONAL STUDENTS? A "NONTRADITIONAL STUDENT" IS ONE ENROLLED IN A PROGRAM IN WHICH 80% OR MORE OF THE STUDENTS ARE OF THE OPPOSITE SEX.

50. Taught classes including nontraditional students.
51. Counseled on an informal basis students who enrolled in nontraditional programs.
52. Counseled on a formal basis students who enrolled in nontraditional programs.

- a. Yes
- b. No

- 53. Provided special support services such as job follow-up for nontraditional students.
- 54. Worked in a program designed to encourage enrollment of nontraditional students.

WHICH OF THE FOLLOWING TYPES OF EXPERIENCE HAVE YOU HAD WORKING WITH NONTRADITIONAL STAFF? "NONTRADITIONAL STAFF" ARE THOSE WHO PERFORM A FUNCTION IN WHICH AT LEAST 80% OF INDIVIDUALS WHO ALSO PERFORM THAT FUNCTION ARE OF THE OPPOSITE SEX.

- 55. Taught classes including nontraditional staff.
- 56. Provided in-service including nontraditional staff.
- 57. Counseled nontraditional staff on an informal basis.
- 58. Counseled nontraditional staff on a formal basis.
- 59. Provided special support services such as day care for nontraditional staff.
- 60. Worked in a program designed to encourage nontraditional staff.

PLEASE INDICATE TO WHAT EXTENT THE FOLLOWING PRACTICES (NOS. 61-72) EXIST IN YOUR SCHOOL.

NOW

- a. Almost always
 - b. Commonly (at least 50% of the time)
 - c. Just some (less than 50% of the time)
 - d. Rarely, if at all
 - e. Don't know
- 61. A reluctance by teachers to have male students in traditionally female courses.

- a. Almost always
- b. Commonly (at least 50% of the time)
- c. Just some (less than 50% of the time)
- d. Rarely, if at all
- e. Don't know

- 62. A reluctance by teachers to have female students in traditionally male courses.
- 63. A tendency for teachers to consider male students in traditionally female courses to be less serious about their studies.
- 64. A tendency for teachers to consider female students in traditionally male courses to be less serious about their studies.
- 65. A tendency to give the most desirable work-study or cooperative education slots to females in traditionally female fields.
- 66. A tendency to give the most desirable work-study or cooperative education slots to males in traditionally female fields.
- 67. A tendency to give the most desirable work-study or cooperative education slots to male in traditionally male fields.
- 68. A tendency to give the most desirable work-study or cooperative education slots to females in traditionally male fields.
- 69. A tendency to give placement preference to male graduates in traditionally male fields.
- 70. A tendency to give placement preference to female graduates in traditionally male fields.
- 71. A tendency to give placement preference to female graduates in traditionally female fields.
- 72. A tendency to give placement preference to male graduates in traditionally female fields.

PLEASE CONTINUE TO PART II

ADMINISTRATOR ENVIRONMENTAL SURVEY

PART II

73. Have written evaluation sheets been used to review sex fairness of content and illustrations in book and media materials? (Shade one)
- a. All book and media materials
 - b. Some book and media materials
 - c. Evaluation method used
 - d. No evaluation done
74. Does every teacher and every counselor have written guidelines concerning sex-fair educational materials? (Shade one)
- a. True
 - b. Some teachers, some counselors
 - c. Guidelines available in central location
 - d. No guidelines available
75. Are materials that concern sex-fair vocational education displayed and available to all students? (Shade one)
- a. Yes, both displayed and available
 - b. Yes, displayed but not available
 - c. Yes, available, but not displayed
 - d. Not available
76. Are curriculum guides for all programs sex fair in language content and requirements for students? (Shade one)
- a. Entirely sex fair
 - b. Mostly sex fair
 - c. Somewhat sex biased
 - d. Blatantly sex biased

77. Are basic readings on sex role stereotyping available to teachers, counselors, staff and students? (Shade one)
- a. Available and easily accessible
 - b. Available, no easy access
 - c. Available to some
 - d. Not available
78. Do school newspapers include articles on nontraditional students and nontraditional workers? (Shade one)
- a. Yes, in every issue
 - b. Sometimes
 - c. Never
 - d. No student newspaper
79. Have provisions been developed to make available experiential activities in nontraditional work settings for interested students? (Shade one)
- a. True, most interested nontraditional students
 - b. True, some interested nontraditional students
 - c. Not true, no effort expended
 - d. Not true, no interested students

PLEASE CONTINUE TO PART III

ADMINISTRATOR INTERVIEW

PART III

1. What are three sex equity accomplishments that have been completed in the past year in your school?

2. What are three sex equity goals you hope to accomplish in your school this next year?

PLEASE READ THROUGH THE FOLLOWING STATEMENTS AND THEN ANSWER QUESTIONS 3 & 4.

- a. Rules or regulations denying admission to certain courses or programs on the basis of sex.
- b. Quotas limiting the number of males or females admitted to certain courses or programs.
- c. Unwritten understandings that some courses or programs are for males and other courses for females, even though there is no formal policy to that effect.
- d. A tendency for counselors to suggest traditional options to male and female students undecided as to a career. (A traditional option for a student is one in which 80% or more of the students pursuing that option are of the same sex as that student.)
- e. A tendency for counselors to discourage already interested students from entering nontraditional programs. (A nontraditional option for a student is one in which 80% or more of the students in the program are of the opposite sex.)
- f. A reluctance by teachers to have nontraditional students in their courses.
- g. A tendency to take the sex of the students into consideration in determining the type of work/study, cooperative education, or job placements provided for students.

3. Pick out the practice from above (a through g) in which you have observed the most change in the past five years. Please describe the change, and what brought it about.
 - a. Practice that has changed the most. # _____
 - b. What's changed?
 - c. What brought it about?

4. Pick out the practice from above (a through g) in which you feel the most change is still needed. Please describe the present situation and how it should be changed. What do you feel stands in the way of change? What do you feel could be done to bring change about?
 - a. The most change is needed in Practice # _____
 - b. How does it need to be changed?
 - c. What's holding back the change?
 - d. What can be done to bring about the change?

5. What do you feel is the biggest constraint to achieving sex equity in your school?

6. What resources do you need to overcome this constraint?
7. How important is sex equity in your school?
8. Are nontraditional persons employed in office, custodial and professional positions in your school?
 - a. Offices (How many?) _____
 - b. Custodial (How many?) _____
 - c. Professional (How many?) _____
 - d. Other, (specify) _____
9. Finally, are there other comments you'd like to make regarding sex equity?

THANK YOU FOR PARTICIPATING IN THESE ACTIVITIES.

COUNSELOR SURVEY

The Kentucky Department of Education through the Office of Vocational Education is conducting a study to determine the strengths and weaknesses of your school's efforts to offer programs that provide equal opportunities to all students. We ask your cooperation in providing information that will reflect the views and experiences of the counselors in your school.

All information will be totaled and reported only for the school. Your specific answers will be anonymous and confidential.

Please read carefully and complete the attached questionnaire. For the first two parts of the questionnaire, you will need to use the NCS answer sheet. Please use only a #2 black lead pencil and complete the circles with heavy black marks. The third part of the questionnaire should be completed on the questionnaire itself. Please put your social security number on Page 2 of this questionnaire and in the Identification Number blocks on the answer sheet.

Thank you for your assistance.

COUNSELOR SURVEY

PART I

PLEASE INDICATE HOW MUCH YOU AGREE OR DISAGREE WITH EACH OF THE STATEMENTS BELOW (NOS. 1-10). ANSWERS SHOULD REFLECT YOUR OPINIONS ONLY.

- a. Disagree strongly
- b. Disagree somewhat
- c. Agree somewhat
- d. Agree strongly

1. Women who choose nontraditional careers are less respected by men than women who choose traditional careers. (A nontraditional career is one in which 80% or more of those in that field are men.)
2. Men who choose nontraditional careers are less respected by women than men who choose traditional careers. (A nontraditional career is one in which 80% or more of those in that field are women.)
3. Females who choose nontraditional careers will have less successful personal lives than females who choose traditional careers.
4. Males who choose nontraditional careers will have less successful personal lives than males who choose traditional careers.
5. Women and men are naturally suited to different jobs.
6. Women and men should have equal opportunity in training for good, well-paying jobs.
7. There is nothing wrong with encouraging women to train for traditionally male occupations.
8. There is nothing wrong with encouraging men to train for traditionally female jobs.
9. Females in traditionally male programs are generally more motivated to succeed in a career than females in traditionally female programs.
10. Males in traditionally female programs are generally less motivated to succeed in a career than males in traditionally male programs.

PLEASE INDICATE WHETHER EACH OF THE STATEMENTS BELOW (NOS. 11-16) IS TRUE OR FALSE AS FOLLOWS:

- a. Always or almost always true
- b. Tends to be true
- c. Tends to be false
- d. Always or almost always false

- 11. Female vocational education students prefer to be enrolled in classes that are mostly female.
- 12. Male vocational education students prefer to be enrolled in classes that are mostly male.
- 13. Employers are not willing to hire women in jobs which have been traditionally held by men.
- 14. Employers are not willing to hire men in jobs which have been traditionally held by women.
- 15. Females are better suited to be supervisors of employees who are mostly women.
- 16. Females are better suited to be supervisors of employees who are mostly men.

PLEASE INDICATE YOUR RESPONSES TO THE FOLLOWING QUESTIONS:

- 17. How do the salaries of men and women who are doing the same type of job compare? (Shade one)
 - a. Women earn a lot less than men
 - b. Women earn a little less than men
 - c. Men and women earn about the same
 - d. Women earn a little more than men
 - e. Women earn a lot more than men

18. How do the salaries in job areas usually filled by men compare to salaries in the job areas usually filled by women? (Shade one)
- a. Salaries in job areas filled by men are higher
 - b. Salaries in job areas filled by women are higher
 - c. Salaries in male and female job areas are about the same
 - d. Salaries in male and female job areas vary so much based on job level that it's difficult to see any difference
19. How important is it for women to prepare for work outside the home? (Shade one)
- a. Of no importance
 - b. Of little importance
 - c. Rather important
 - d. Very important
20. Do you think it is more important for men to prepare for work outside the home than for women? (Shade one)
- a. Definitely
 - b. Probably
 - c. Probably not
 - d. Definitely not
21. Do you think sex discrimination in the labor force is a problem? (Shade one)
- a. No, it is not a problem
 - b. I'm not sure
 - c. Yes, but not too serious a problem
 - d. Yes, it is a serious problem

COMPARE THE SUITABILITY OF MALES AND FEMALES FOR THE OCCUPATIONS LISTED BELOW (NOS. 22-34), ASSUMING EQUAL ABILITY AND TRAINING. ANSWERS SHOULD REFLECT WHAT YOU THINK.

- a. Males are much better suited
- b. Males are a little better suited
- c. Males and females are equally well suited
- d. Females are a little better suited
- e. Females are much better suited

- 22. A dental technology instructor.
- 23. A worker in a job requiring the ability to deal with mathematical or other abstract concepts.
- 24. A worker in a job requiring sensitivity to the feelings of others.
- 25. A state or local Health Occupations Director.
- 26. A supervisor of employees who are mostly women.
- 27. A supervisor of employees who are mostly men.
- 28. A practical nurse.
- 29. A state or local Trade and Industrial Director.
- 30. A welding teacher.
- 31. A worker in a job requiring a long-term commitment (2 or more years).
- 32. A State Director of Vocational Education.
- 33. A worker in a job requiring travel.
- 34. An auto mechanic.

35. Do you think that men and women should have equal access to all occupations? (Shade one)
- a. No, most occupations are clearly more suitable for one sex than the other
 - b. Yes, for most occupations, but there are some exceptions
 - c. Yes, without exception

PLEASE INDICATE YOUR LEVEL OF AGREEMENT OR DISAGREEMENT WITH EACH OF THE FOLLOWING STATEMENTS (NOS. 36-41).

- a. Disagree strongly
- b. Disagree somewhat
- c. Agree somewhat
- d. Agree strongly

36. Administrators should respect the wishes of teachers who do not want males in their courses.
37. Administrators should respect the wishes of teachers who do not want females in their courses.

STAFF MEMBERS WHO PRACTICE SEX DISCRIMINATION SHOULD:

- 38. be counseled.
- 39. be required to attend anti-discrimination workshops.
- 40. be fired.
- 41. have no action taken against them.

PLEASE INDICATE THE IMPORTANCE OF THE FOLLOWING STATEMENTS (NOS. 42-53).

- a. Very important
- b. Moderately important
- c. Largely unimportant
- d. Don't know

HOW IMPORTANT DO YOU FEEL VOCATIONAL COUNSELORS COULD BE IN INFLUENCING STUDENTS' CAREER CHOICES?

42. Choices of female students.

43. Choices of male students.

HOW IMPORTANT DO YOU FEEL VOCATIONAL COUNSELORS ACTUALLY ARE IN INFLUENCING STUDENTS' CAREER CHOICES?

44. Choices of female students.

45. Choices of male students.

HOW IMPORTANT DO YOU FEEL VOCATIONAL COUNSELORS COULD BE IN INFLUENCING STUDENT ATTITUDES ABOUT SEX INEQUITIES IN JOB TRAINING AND IN THE LABOR FORCE?

46. Attitudes of female students.

47. Attitudes of male students.

HOW IMPORTANT DO YOU FEEL VOCATIONAL COUNSELORS ACTUALLY ARE IN INFLUENCING STUDENT ATTITUDES ABOUT SEX INEQUITIES IN JOB TRAINING AND IN THE LABOR FORCE?

48. Attitudes of female students.

49. Attitudes of male students.

- a. Very important
- b. Moderately important
- c. Largely unimportant
- d. Don't know

HOW IMPORTANT DO YOU FEEL YOU ARE IN INFLUENCING STUDENTS' CAREER CHOICES?

50. Choices of female students.

51. Choices of male students.

HOW IMPORTANT DO YOU FEEL YOU ARE IN INFLUENCING STUDENTS' ATTITUDES ABOUT SEX INEQUITIES IN JOB TRAINING AND IN THE LABOR FORCE?

52. Attitudes of female students.

53. Attitudes of male students.

54. In your experience, do male students enrolled in nontraditional programs have the same attrition rates as females in those same programs? (A nontraditional program for a male is one in which 80% or more of the students are female.) (Shade one)

- a. No, males in nontraditional programs drop out less than females in those same programs
- b. No, males in nontraditional programs drop out more than females in those same programs
- c. Yes, males and females have the same attrition rate
- d. Don't know

55. If attrition rates are different, what accounts for this when the male is in a nontraditional program? (Shade one)

- a. Student does not feel comfortable in the program
- b. The work in the program is too difficult for the student
- c. The program is not what the student thought it would be
- d. Don't know
- e. Not accountable

56. In your experience, do female students enrolled in nontraditional programs have the same attrition rates as males in those same programs? (A nontraditional program for a female is one in which 80% or more of the students are male.) (Shade one)
- a. No, females in nontraditional programs drop out less than males in those same programs
 - b. No, females in nontraditional programs drop out more than males in those same programs
 - c. Yes, males and females have the same attrition rate
 - d. Don't know
57. If the attrition rates are different, what do you feel accounts for this when the female is in a nontraditional program? (Shade one)
- a. Student does not feel comfortable in the program
 - b. The work in the program is too difficult for the student
 - c. The program is not what the student thought it would be
 - d. Not applicable

PLEASE INDICATE TO WHAT EXTENT THE FOLLOWING PRACTICES (NOS. 58-78) EXIST IN YOUR SCHOOL TODAY.

- a. Commonly (at least 50% of the time)
 - b. Just some (less than 50% of the time)
 - c. Rarely, if at all
 - d. Don't know
58. A reluctance by teachers to have males students in traditionally female courses.
59. A reluctance by teachers to have female students in traditionally male courses.
60. A tendency for teachers to consider male students in traditionally female courses to be less serious about their studies.
61. A tendency for teachers to consider female students in traditionally male courses to be less serious about their studies.

- a. Commonly (at least 50% of the time)
- b. Just some (less than 50% of the time)
- c. Rarely, if at all
- d. Don't know

- 62. A tendency to give the most desirable work-study or cooperative education slots to females in traditionally female fields.
- 63. A tendency to give the most desirable work-study or cooperative education slots to males in traditionally female fields.
- 64. A tendency to give the most desirable work-study or cooperative education slots to males in traditionally male fields.
- 65. A tendency to give the most desirable work-study or cooperative education slots to females in traditionally male fields.
- 66. A tendency to give placement preference to male graduates in traditionally male fields.
- 67. A tendency to give placement preference to female graduates in traditionally male fields.
- 68. A tendency to give placement preference to female graduates in traditionally female fields.
- 69. A tendency to give placement preference to male graduates in traditionally female fields.
- 70. A tendency for feeder school counselors to suggest different options to male and female students undecided as to a career.
- 71. A tendency for feeder school counselors to discourage already interested students from entering nontraditional programs.
- 72. Rules and regulations denying admission to certain courses or programs on the basis of sex.
- 73. Quotas limiting the number of males or females admitted to certain courses or programs.

- a. Commonly (at least 50% of the time)
- b. Just some (less than 50% of the time)
- c. Rarely, if at all
- d. Don't know

- 74. Unwritten understandings that some courses or programs are for males and other courses for females, even though there is no formal policy to that effect.
- 75. A tendency for the vocational school counselors to suggest traditional options to male and female students undecided as to a career.
- 76. A tendency for the vocational school counselors to discourage already interested students from entering nontraditional programs.
- 77. A reluctance by teachers to have nontraditional students in their courses.
- 78. A tendency to take the sex of the students into consideration in determining the type of work-study, cooperative education, or job placements provided for students.

THE NEXT SERIES OF QUESTIONS (NOS. 79-84) RELATE TO ACTIVITIES TO IDENTIFY AND OVERCOME SEX INEQUITY. WHICH OF THE FOLLOWING ARE BEING PLANNED OR IMPLEMENTED AT YOUR SCHOOL?

STATUS

- a. No plans to do it
 - b. Will do it
 - c. Informally implemented on an individual basis
 - d. Formal implementation has begun
 - e. Fully implemented, or completed
- 79. Develop programs, activities, or curricula to make students aware of potential sex inequities in education and the labor force and their rights as employees.
 - 80. Conduct programs or activities for students to make them aware of or encourage them to enter nontraditional programs.
 - 81. Conduct special job development, job placement or job follow-up programs or activities for students in nontraditional occupational areas.

STATUS

- a. No plans to do it
 - b. Will do it
 - c. Informally implemented on an individual basis
 - d. Formal implementation has begun
 - e. Fully implemented, or completed
82. Sponsor or conduct programs for employers or community organizations such as unions, the PTA or service clubs to alert them to the problems of sex inequity.
83. Make special guidance and counseling service available to nontraditional students.
84. Make day care services available to children of vocational students.
85. Have you attended programs, workshops, or other activities to make school staff aware of the problem of sex discrimination in the labor force? (Shade one)
- a. No
 - b. Yes
 - c. Not sure
86. Who conducted these activities? (Shade one)
- a. State Vocational Education Agency
 - b. Local or Community College District
 - c. School
 - d. Other, (specify) _____

 - e. Not applicable

87. How effective were they? (Shade one)
- a. Very ineffective
 - b. Can't say
 - c. Somewhat effective
 - d. Very effective
 - e. Not applicable
88. Have you attended programs, workshops, or other activities to identify sex-fair educational materials or on how to detect sex bias in materials? (Shade one)
- a. No
 - b. Yes
 - c. Not sure
89. Who conducted these activities? (Shade one)
- a. State Vocational Education Agency
 - b. Local Education Agency or Community College District
 - c. My school
 - d. Other, (specify) _____

 - e. Not applicable
90. How effective were they? (Shade one)
- a. Very ineffective
 - b. Can't say
 - c. Somewhat effective
 - d. Very effective
 - e. Not applicable

PLEASE CONTINUE TO PART II

SATISFACTION OF EMPLOYERS WITH GRADUATES

PART II

PLEASE INDICATE LEVEL OF SATISFACTION TO THE FOLLOWING STATEMENTS (NOS. 91-94).

STATUS

- a. Very satisfied
- b. Satisfied
- c. Dissatisfied
- d. Very dissatisfied
- e. Don't know

AS FAR AS YOU KNOW, HOW SATISFIED, IN GENERAL, ARE EMPLOYERS WITH GRADUATES OF YOUR SCHOOL?

- 91. Male graduates of traditionally male programs, working in the field in which they were trained.
- 92. Female graduates of traditionally male programs, working in the field in which they were trained.
- 93. Male graduates of traditionally female programs, working in the field in which they were trained.
- 94. Female graduates of traditionally female programs, working in the field in which they were trained.
- 95. Which of the following types of evidence do you have showing the level of employer satisfaction with your graduates? (Shade one)
 - a. Follow-up written surveys
 - b. Follow-up interviews in which a standard set of questions is asked
 - c. Informal follow-up interviews
 - d. Other
 - e. N/A; we do not conduct follow-up surveys with employers

PLEASE CONTINUE TO PART III

COUNSELOR INTERVIEW

PART III

1. What are three accomplishments you have made in the area of sex equity in the past year?

2. What are three goals that you would like to accomplish in the area of sex equity in the coming year?

PLEASE READ THROUGH THE FOLLOWING STATEMENTS AND THEN ANSWER QUESTIONS 3 & 4.

- a. Rules or regulations denying admission to certain courses or programs on the basis of sex.
- b. Quotas limiting the number of males or females admitted to certain courses or programs.
- c. Unwritten understandings that some courses or programs are for males and other courses for females, even though there is no formal policy to that effect.
- d. A tendency for the vocational school counselors to suggest traditional options to male and female students undecided as to a career.
- e. A tendency for the vocational school counselors to discourage already interested students from entering nontraditional programs.
- f. A reluctance by teachers to have nontraditional students in their courses.
- g. A tendency to take the sex of the students into consideration in determining the type of work/study, cooperative education, or job placements provided for students.

3. Pick out one of the above practices (a through g) in which you have observed the most change in the past five years. Please describe the change, and what brought it about.
 - a. Practice that has changed the most. # _____
 - b. What's changed?
 - c. What brought about the change?
4. Pick out the practice from above (a through g) in which you feel the most change is still needed.
 - a. The most change is needed in Practice # _____
 - b. How does it need to be changed?
 - c. What's holding back the change?
 - d. What can be done to bring about the change?
5. What do you feel is the biggest constraint to achieving sex equity in your school?

6. What resources are needed to overcome this constraint?

7. How important do you feel the issue of sex equity is in your school?

8. Do you have any special activities to attract students to nontraditional programs? (If yes, please describe)

9. Finally, are there other comments you would like to share regarding sex equity?

THANK YOU FOR PARTICIPATING IN THESE ACTIVITIES.

INSTRUCTOR SURVEY

The Kentucky Department of Education through the Office of Vocational Education is conducting a study to determine the strengths and weaknesses of your school's efforts to offer programs that provide equal opportunities to all students. We ask your cooperation in providing information that will reflect the views and experiences of the instructors in your school.

All information will be totaled and reported only for the school. Your specific answers will be anonymous and confidential.

Please read carefully and complete the attached questionnaire. For the first three parts of the questionnaire, you will need to use the NCS answer sheet. Please use only a #2 black lead pencil and complete the circles with heavy black marks. The fourth part of the questionnaire should be completed on the questionnaire itself. Please put your social security number on Page 2 of this questionnaire and in the Identification Number blocks on the answer sheet.

Thank you for your assistance.

INSTRUCTOR SURVEY

PART I

PLEASE INDICATE HOW MUCH YOU AGREE OR DISAGREE WITH EACH OF THE STATEMENTS BELOW (NOS. 1-10). ANSWERS SHOULD REFLECT YOUR OPINIONS ONLY.

- a. Disagree strongly
- b. Disagree somewhat
- c. Agree somewhat
- d. Agree strongly

1. Women who choose nontraditional careers are less respected by men than women who choose traditional careers. (A nontraditional career is one in which 80% or more of those in that field are men.)
2. Men who choose nontraditional careers are less respected by women than men who choose traditional careers. (A nontraditional career is one in which 80% or more of those in that field are women.)
3. Females who seek careers in traditionally male fields will have less successful personal lives than females in traditionally female fields.
4. Males who seek careers in traditionally female fields will have less successful personal lives than males in traditionally male fields.
5. Women and men are naturally suited to different jobs.
6. Women and men should have equal opportunity in training for good, well-paying jobs.
7. There is nothing wrong with encouraging women to train for traditionally male occupations.
8. There is nothing wrong with encouraging men to train for traditionally female jobs.
9. Females in traditionally male programs are generally more motivated to succeed in a career than females in traditionally female programs.
10. Males in traditionally female programs are generally less motivated to succeed in a career than males in traditionally male programs.

PLEASE INDICATE WHETHER EACH OF THE STATEMENTS BELOW (NOS. 11-16) IS TRUE OR FALSE AS FOLLOWS:

- a. Always or almost always true
 - b. Tends to be true
 - c. Tends to be false
 - d. Always or almost always false
-
- 11. Female vocational education students prefer to be enrolled in classes that are mostly female.
 - 12. Male vocational education students prefer to be enrolled in classes that are mostly male.
 - 13. Employers are not willing to hire women in jobs which have been traditionally held by men.
 - 14. Employers are not willing to hire men in jobs which have been traditionally held by women.
 - 15. Females are better suited to be supervisors of employees who are mostly women.
 - 16. Females are better suited to be supervisors of employees who are mostly men.

PLEASE INDICATE YOUR RESPONSES TO THE FOLLOWING QUESTIONS:

- 17. How important is it for women to prepare for work outside the home?
(Shade one)
 - a. Of no importance
 - b. Of little importance
 - c. Rather important
 - d. Very important

18. Do you think it is more important for men to prepare for work outside the home than for women? (Shade one)
- a. Definitely
 - b. Probably
 - c. Probably not
 - d. Definitely not
19. Do you think sex discrimination in the labor force is a problem? (Shade one)
- a. No, it is not a problem
 - b. I'm not sure
 - c. Yes, but not too serious a problem
 - d. Yes, it is a serious problem
20. Do you think that men and women should have equal access to all occupations? (Shade one)
- a. No, most occupations are clearly more suitable for one sex than the other
 - b. Yes, for most occupations, but there are some exceptions
 - c. Yes, without exception

PLEASE INDICATE YOUR LEVEL OF AGREEMENT OR DISAGREEMENT WITH EACH OF THE FOLLOWING STATEMENTS (NOS. 21-26).

- a. Disagree strongly
 - b. Disagree somewhat
 - c. Agree somewhat
 - d. Agree strongly
21. Administrators should respect the wishes of teachers who do not want males in their courses.
22. Administrators should respect the wishes of teachers who do not want females in their courses.
23. Staff members who practice sex discrimination should be counseled.

- a. Disagree strongly
- b. Disagree somewhat
- c. Agree somewhat
- d. Agree strongly

- 24. Staff members who practice sex discrimination should be required to attend anti-discrimination workshops.
- 25. Staff members who practice sex discrimination should be fired.
- 26. Staff members who practice sex discrimination should have no action taken against them.

PLEASE INDICATE THE IMPORTANCE OF THE FOLLOWING STATEMENTS (NOS. 27-38).

- a. Very important
- b. Moderately important
- c. Largely unimportant
- d. Don't know

HOW IMPORTANT DO YOU FEEL VOCATIONAL TEACHERS COULD BE IN INFLUENCING STUDENTS' CAREER CHOICES?

- 27. Choices of female students.
- 28. Choices of male students.

HOW IMPORTANT DO YOU FEEL VOCATIONAL TEACHERS ACTUALLY ARE IN INFLUENCING STUDENTS' CAREER CHOICES?

- 29. Choices of female students.
- 30. Choices of male students.

HOW IMPORTANT DO YOU FEEL VOCATIONAL TEACHERS COULD BE IN INFLUENCING STUDENT ATTITUDES ABOUT SEX INEQUITIES IN JOB TRAINING AND IN THE LABOR FORCE?

- 31. Attitudes of female students.
- 32. Attitudes of male students.

- a. Very important
- b. Moderately important
- c. Largely unimportant
- d. Don't know

HOW IMPORTANT DO YOU FEEL VOCATIONAL TEACHERS ACTUALLY ARE IN INFLUENCING STUDENT ATTITUDES ABOUT SEX INEQUITIES IN JOB TRAINING AND IN THE LABOR FORCE?

33. Attitudes of female students.

34. Attitudes of male students.

HOW IMPORTANT DO YOU FEEL YOU ARE IN INFLUENCING STUDENTS' CAREER CHOICES?

35. Choices of female students.

36. Choices of male students.

HOW IMPORTANT DO YOU FEEL YOU ARE IN INFLUENCING STUDENTS' ATTITUDES ABOUT SEX INEQUITIES IN JOB TRAINING AND IN THE LABOR FORCE?

37. Attitudes of female students.

38. Attitudes of male students.

39. In your experience, do male students enrolled in nontraditional programs have the same attrition rates as females in those same programs? (A nontraditional program for a male is one in which 80% or more of the students are female.) (Shade one)

- a. No, males in nontraditional programs drop out less than females in those same programs
- b. No, males in nontraditional programs drop out more than females in those same programs
- c. Yes, males and females have the same attrition rate
- d. Don't know

40. In your experience, do female students enrolled in nontraditional programs have the same attrition rates as males in those same programs? (A nontraditional program for a female is one in which 80% or more of the students are male.) (Shade one)
- a. No, females in nontraditional programs drop out less than males in those same programs
 - b. No, females in nontraditional programs drop out more than males in those same programs
 - c. Yes, males and females have the same attrition rate
 - d. Don't know
41. If attrition rates are different, what do you feel accounts for this when the male is in a nontraditional program? (Shade one)
- a. Student does not feel comfortable in the program
 - b. The work in the program is too difficult for the student
 - c. The program is not what the student thought it would be
 - d. Don't know
 - e. Not applicable
42. If the attrition rates are different, what do you feel accounts for this when the female is in a nontraditional program? (Shade one)
- a. Student does not feel comfortable in the program
 - b. The work in the program is too difficult for the student
 - c. The program is not what the student thought it would be
 - d. Don't know
 - e. Not applicable
43. Are work experience/cooperative education placements arranged for students from your occupational area. (Shade one)
- a. No
 - b. Yes
 - c. Don't know
 - d. Does not apply

44. On the whole, how well are female students in traditionally male vocational courses accepted by other students in those courses? (A traditionally male course is one in which 80% or more of the students are males.) (Shade one)
- a. Very poorly
 - b. Poorly
 - c. Well
 - d. Very well
 - e. Insufficient experience to judge
45. On the whole, how well are male students in traditionally female vocational courses accepted by other students in those courses? (A traditionally female course is one in which 80% or more of the students are females.) (Shade one)
- a. Very poorly
 - b. Poorly
 - c. Well
 - d. Very well
 - e. Insufficient experience to judge

PLEASE INDICATE TO WHAT EXTENT THE FOLLOWING PRACTICES (NOS. 46-54) EXIST IN YOUR SCHOOL.

- a. Commonly (at least 50% of the time)
 - b. Just some (less than 50% of the time)
 - c. Rarely, if at all
 - d. Don't know
46. A tendency for feeder school counselors to suggest different options to male and female students undecided as to a career.
47. A tendency for feeder school counselors to discourage already interested students from entering nontraditional programs.
48. Rules and regulations denying admission to certain courses or programs on the basis of sex.

- a. Commonly (at least 50% of the time)
 - b. Just some (less than 50% of the time)
 - c. Rarely, if at all
 - d. Don't know
49. Quotas limiting the number of males or females admitted to certain courses or programs.
50. Unwritten understandings that some courses or programs are for males and other courses for females, even though there is no formal policy to that effect.
51. A tendency for the vocational school counselors to suggest traditional options to male and female students undecided as to a career.
52. A tendency for the vocational school counselors to discourage already interested students from entering nontraditional programs.
53. A reluctance by teachers to have nontraditional students in their courses.
54. A tendency to take the sex of the students into consideration in determining the type of work-study, cooperative education, or job placements provided for students.

THE NEXT SERIES OF QUESTIONS (NOS. 55-60) RELATE TO ACTIVITIES TO IDENTIFY AND OVERCOME SEX INEQUITY. WHICH OF THE FOLLOWING ARE BEING PLANNED OR IMPLEMENTED AT YOUR SCHOOL?

STATUS

- a. No plans to do it
 - b. Will do it
 - c. Informally implemented on an individual basis
 - d. Formal implementation has begun
 - e. Fully implemented, or completed
55. Develop programs, activities, or curricula to make students aware of potential sex inequities in education and the labor force and their rights as employees.
56. Conduct programs or activities for students to make them aware of or encourage them to enter nontraditional programs.

- a. No plans to do it
 - b. Will do it
 - c. Informally implemented on an individual basis
 - d. Formal implementation has begun
 - e. Fully implemented, or completed
57. Conduct special job development, job placement or job follow-up programs or activities for students in nontraditional occupational areas.
58. Sponsor or conduct programs for employers or community organizations such as unions, the PTA or service clubs to alert them to the problems of sex inequity.
59. Make special guidance and counseling service available to nontraditional students.
60. Make day care services available to children of vocational students.
61. Have you attended programs, workshops, or other activities to make school staff aware of the problem of sex discrimination in the labor force? (Shade one)
- a. No
 - b. Yes
 - c. Not sure
62. Who conducted these activities? (Shade one)
- a. State Vocational Education Agency
 - b. Local or Community College District
 - c. School
 - d. Other, (specify) _____

 - e. Not applicable

63. How effective were they? (Shade one)
- a. Very ineffective
 - b. Can't say
 - c. Somewhat effective
 - d. Very effective
 - e. Not applicable
64. Have you attended programs, workshops, or other activities to alert staff to sex-fair educational materials or on how to detect sex bias in materials? (Shade one)
- a. No
 - b. Yes
 - c. Not sure
65. Who conducted these activities? (Shade one)
- a. State Vocational Education Agency
 - b. Local or Community College District
 - c. School
 - d. Other, (specify) _____

 - e. Not applicable
66. How effective were they? (Shade one)
- a. Very ineffective
 - b. Can't say
 - c. Somewhat effective
 - d. Very effective
 - e. Not applicable

WHICH OF THE FOLLOWING TYPES OF EXPERIENCE (NOS. 67-71) HAVE YOU HAD WORKING WITH NONTRADITIONAL STUDENTS? A "NONTRADITIONAL STUDENT" IS ONE ENROLLED IN A PROGRAM IN WHICH 80% OR MORE OF THE STUDENTS ARE OF THE OPPOSITE SEX.

- a. Yes
- b. No

- 67. Taught classes including nontraditional students.
- 68. Counseled on an informal basis students who enrolled in nontraditional programs.
- 69. Counseled on a formal basis students who enrolled in nontraditional programs.
- 70. Provided special support services such as job follow-up for nontraditional students.
- 71. Worked in a program designed to encourage enrollment of nontraditional students.
- 72. How do male and female students compare in THEORY/ACADEMIC portions of your classes? (Shade one)
 - a. Males are better
 - b. They are about equal
 - c. Females are better
 - d. Can't say -- too few males to judge
 - e. Can't say -- too few females to judge

73. Do you have test data or other records that show this difference or equalness? (Shade one)
- a. No
 - b. Yes, exam scores and/or records of competency attainment show that males do better
 - c. Yes, exam scores and/or records of competency attainment show that females do better
 - d. Yes, exam scores and/or records of competency attainment show that males and females are about equal
 - e. Not applicable
74. How do male and female students compare in LAB/SHOP portions of your classes? (Shade one)
- a. Males are better
 - b. They are about equal
 - c. Females are better
 - d. Can't say — too few males to judge
 - e. Can't say — too few females to judge
75. Do you have test data or other records that show this difference or equalness? (Shade one)
- a. No
 - b. Yes, exam scores and/or records of competency attainment show that males do better
 - c. Yes, exam scores and/or records of competency attainment show that females do better
 - d. Yes, exam scores and/or records of competency attainment show that males and females are about equal
 - e. Not applicable

76. How do male and female students in your classes compare in WORK-STUDY/CO-OP performance? (Shade one)

- a. Males are better
- b. They are about equal
- c. Females are better
- d. Can't say -- too few males to judge
- e. Can't say -- too few females to judge

PLEASE CONTINUE TO PART II

SATISFACTION OF EMPLOYERS WITH GRADUATES

PART II

PLEASE INDICATE LEVEL OF SATISFACTION TO THE FOLLOWING STATEMENTS (NOS. 77-83). ANSWERS SHOULD REFLECT YOUR OPINIONS ONLY.

STATUS

- a. Very satisfied
- b. Satisfied
- c. Dissatisfied
- d. Very dissatisfied
- e. Don't know

AS FAR AS YOU KNOW, HOW SATISFIED, IN GENERAL, ARE EMPLOYERS WITH GRADUATES OF THE SCHOOL IN WHICH YOU TEACH?

- 77. Male graduates of your program working in the field in which they were trained.
- 78. Female graduates of your program working in the field in which they were trained.
- 79. Male graduates of traditionally male programs, working in the field in which they were trained.
- 80. Female graduates of traditionally male programs, working in the field in which they were trained.
- 81. Male graduates of traditionally female programs, working in the field in which they were trained.
- 82. Female graduates of traditionally female programs, working in the field in which they were trained.

83. Which of the following types of evidence do you have showing the level of employer satisfaction with your graduates? (Shade one)
- a. Follow-up written surveys
 - b. Follow-up interviews in which a standard set of questions is asked
 - c. Informal follow-up interviews
 - d. Other
 - e. N/A; we do not conduct follow-up surveys with employers

PLEASE CONTINUE TO PART III

ENVIRONMENTAL SURVEY

PART III

84. Are school bulletin boards, posters and brochures sex fair in language content, male/female representation in pictures and job opportunities? (Shade one)
- a. Entirely sex fair
 - b. Mostly sex fair
 - c. Somewhat sex biased
 - d. Blatantly sex biased
85. Are restroom facilities equally convenient to the classroom for both males and females? (Shade one)
- a. Yes
 - b. No, male's closer
 - c. No, female's closer
 - d. Not applicable
86. Are restroom facilities equally convenient to the lab/workshop for both males and females? (Shade one)
- a. Yes
 - b. No, male's closer
 - c. No, female's closer
 - d. Not applicable
87. Are rooms for changing clothes equally convenient to the lab/workshop for both males and females? (Shade one)
- a. Yes
 - b. No, male's closer
 - c. No, female's closer
 - d. Not applicable

88. Are equipment/tools available in labs or workshops that de-emphasize height, weight and strength? (Shade one)
- a. Yes
 - b. No, shorter people will have trouble
 - c. No, smaller people will have trouble
 - d. No, weaker people will have trouble
 - e. Not applicable
89. Are textbooks and lab books sex fair in language content, male/female representation in pictures? Do they include job opportunities for this occupation? (Shade one)
- a. Sex fair, includes job opportunities
 - b. Sex fair, does not include job opportunities
 - c. Sex biased, includes job opportunities
 - d. Sex biased, does not include opportunities
90. Are handbooks sex fair in language content, male/female representation in pictures? Do they include potential salaries and job opportunities for this occupation? (Shade one)
- a. Sex fair, includes salaries and job opportunities
 - b. Sex fair, does not include salaries and job opportunities
 - c. Sex biased, includes salaries and job opportunities
 - d. Sex biased, does not include salaries and job opportunities
91. Is the class syllabus sex fair in language content and requirements for male and female students? (Shade one)
- a. Entirely sex fair
 - b. Mostly sex fair
 - c. Somewhat sex biased
 - d. Blatantly sex biased

92. Have evaluation sheets been used to review sex fairness of content and illustrations in ALL books and media materials? (Shade one)
- a. ALL books and media materials
 - b. Some books and media materials
 - c. Other evaluation method used
 - d. No evaluation done
93. Are written guidelines concerning sex-fair educational materials available? (Shade one)
- a. Yes
 - b. No
 - c. No, guidelines available in central location
 - d. No guidelines available
94. Is the curriculum guide for your program sex fair in language content and requirements for male and female students? (Shade one)
- a. Entirely sex fair
 - b. Mostly sex fair
 - c. Somewhat sex biased
 - d. Blatantly sex biased
95. Are basic readings on sex role stereotyping available to students in this program? (Shade one)
- a. Available, easily accessible
 - b. Available, no easy access
 - c. Available on request
 - d. Not available

96. Are nontraditional role models used as resource people in the instructional setting? (Shade one)
- a. Frequently
 - b. Sometimes
 - c. Seldom
 - d. Never
97. How many traditional role models were used as resource people in the past 12 months in your instructional setting? (Shade one)
- a. 1
 - b. 2
 - c. 3
 - d. 4-5
 - e. 6-7
98. Have provisions been developed to make available experiential activities in nontraditional work settings for interested students? (Shade one)
- a. Yes, for most interested nontraditional students
 - b. Yes, for some interested nontraditional students
 - c. No, no effort expended
 - d. No, no interested students
99. Are audio visual materials sex fair in language content and male/female representation? (Shade one)
- a. Entirely sex fair
 - b. Mostly sex fair
 - c. Somewhat sex biased
 - d. Blatantly sex biased

PLEASE LOOK AT THE FOLLOWING SPECIFIC AREAS (NOS. 100-104) OF YOUR AUDIO VISUAL MATERIALS AND RESPOND YES OR NO TO THE QUESTIONS REGARDING EACH AREA.

- a. Yes
- b. No

- 100. Are there more illustrations of males than females?
- 101. Are males and females commonly shown in stereotyped activities?
- 102. Are bosses, executives and leaders usually shown as males?
- 103. Are females shown as leaders and/or in nontraditional roles?
- 104. Are females shown as bosses or supervisors of males?

PLEASE CONTINUE TO PART IV

INSTRUCTOR INTERVIEW

PART IV

1. What are three accomplishments you have made in the area of sex equity in the past year?

2. What are three goals that you would like to accomplish in the area of sex equity in the coming year?

PLEASE READ THROUGH THE FOLLOWING STATEMENTS AND THEN ANSWER QUESTIONS 3 & 4.

- a. A tendency for feeder school counselors to suggest different options to male and female students undecided as to a career.
- b. A tendency for feeder school counselors to discourage already interested students from entering nontraditional programs.
- c. Rules or regulations denying admission to certain courses or programs on the basis of sex.
- d. Quotas limiting the number of males or females admitted to certain courses or programs.
- e. Unwritten understandings that some courses or programs are for males and other courses for females, even though there is no formal policy to that effect.
- f. A tendency for the vocational school counselors to suggest traditional options to male and female students undecided as to a career.
- g. A tendency for the vocational school counselors to discourage already interested students from entering nontraditional programs.
- h. A reluctance by teachers to have nontraditional students in their courses.

1. A tendency to take the sex of the students into consideration in determining the type of work/study, cooperative education, or job placements provided for students.
3. Pick out one of the above practices (a through i) in which you have observed the most change in the past five years. Please describe the change, and what brought it about.
 - a. Practice that has changed the most. # _____
 - b. What's changed?
 - c. What brought it about?
4. Pick out the practice (a through i) in which you feel the most change is still needed. Please describe the present situation and how it should be changed. What do you feel stands in the way of change? What do you feel could be done to bring change about?
 - a. The most change is needed in Practice # _____
 - b. How does it need to be changed?
 - c. What's holding back the change?
 - d. What can be done to bring about the change?

5. What do you feel is the biggest constraint to achieving sex equity in your school?
6. What resources are needed to overcome this constraint?
7. How important do you feel the issue of sex equity is in your school?
8. Do you have any special activities to attract students to nontraditional programs? (If yes, please describe)
9. What type of work experience placements are arranged for your students?
10. Are any students placed in nontraditional work experience/cooperative education assignments? (If yes, please give examples)

11. If your student(s) have been placed in nontraditional work assignments, have the student(s) had a positive or negative experience? (Please describe)

12. If applicable, what has been the effect of these placements on the attitudes at your school on sex equity?

13. Finally, are there other comments you would like to share regarding sex equity?

THANK YOU FOR PARTICIPATING IN THESE ACTIVITIES.

STUDENT QUESTIONNAIRE

The Kentucky Department of Education through the Office of Vocational Education is conducting a study to determine the strengths and weaknesses of your school's efforts to offer programs that provide equal opportunities to all students. We ask your cooperation in giving information that will reflect the views and experiences of the students in your school.

All information will be totaled and reported only for the school. Your specific answers will be anonymous and confidential.

Please read carefully and complete the attached questionnaire. For Part I of the questionnaire, you will need to use the NCS answer sheet. Using only a #2 black lead pencil, fill in your answers completely with heavy black marks. You will also be asked to complete Part II of the questionnaire, answering the questions directly on the questionnaire itself. Please put your social security number on Page 2 of this questionnaire and in the Identification Number blocks on the answer sheet.

Thank you for your assistance.

STUDENT QUESTIONNAIRE

PART I

1. How old are you? (As of your last birthday)
 - a. 14
 - b. 15
 - c. 16
 - d. 17
 - e. 18

2. How would you rate yourself as a student? (Shade best description)
 - a. I will probably not pass
 - b. Below average, I have difficulty passing most of my classes
 - c. Average
 - d. Very good, in the top third of my class
 - e. Excellent, one of the top students in my class

HOW SATISFIED ARE YOU WITH THE FOLLOWING SERVICES PROVIDED BY YOUR VOCATIONAL EDUCATION PROGRAM? (Shade one answer for each item Nos. 3-7)

- a. Definitely not satisfied
 - b. Not very satisfied
 - c. Somewhat satisfied
 - d. Definitely satisfied

3. Providing information on what different jobs are like.

4. Providing training for a specific job.

5. Providing training for a number of related jobs.

6. Providing job placement information.

7. Providing training for a good, well-paying job.

8. Do you think that sex discrimination in the job market is a problem?
(Shade one)
- a. No, it is not a problem
 - b. I'm not sure
 - c. Yes, but it's only a minor problem
 - d. Yes, it is a serious problem

PLEASE INDICATE HOW MUCH YOU AGREE OR DISAGREE WITH EACH OF THE STATEMENTS
BELOW (NOS. 9-14) BY SHADING THE APPROPRIATE ANSWER.

- a. Disagree strongly
- b. Disagree somewhat
- c. Agree somewhat
- d. Agree strongly

9. Women and men are naturally suited to different jobs.
10. Women and men should have equal opportunity in training for good, well-paying jobs.
11. There is nothing wrong with encouraging women to train for traditionally male occupations.
12. There is nothing wrong with encouraging men to train for traditionally female occupations.
13. Females in traditionally male programs are generally more motivated to succeed in a career than females in traditionally female programs.
14. Males in traditionally female programs are generally less motivated to succeed in a career than males in traditionally male programs.

PLEASE INDICATE WHETHER YOU FEEL EACH OF THE STATEMENTS BELOW (NOS. 15-18) IS TRUE OR FALSE AS FOLLOWS:

- a. Always or almost always true
 - b. Tends to be true
 - c. Tends to be false
 - d. Always or almost always false
15. Male vocational education students prefer to be enrolled in classes that are mostly male.
16. Female vocational education students prefer to be enrolled in classes that are mostly female.
17. Employers are not willing to hire men in jobs which have been traditionally held by women.
18. Employers are not willing to hire women in jobs which have been traditionally held by men.
19. Do you think that men and women should have equal opportunities to pursue all occupations? (Shade one)
- a. No, most occupations are clearly more suitable for one sex than the other
 - b. Yes, for most occupations, but there are some exceptions
 - c. Yes, without exception
20. Do school bulletin boards, posters and brochures show equal male/female representation in language, pictures and job opportunities? (Shade one)
- a. Entirely equal
 - b. Mostly equal
 - c. Somewhat unequal
 - d. Very unequal

21. Are restroom facilities equally convenient to the classrooms for both males and females? (Shade one)
 - a. Yes
 - b. No, male's closer
 - c. No, female's closer
22. Are restroom facilities equally convenient to the lab/workshop for both males and females? (Shade one)
 - a. Yes
 - b. No, male's closer
 - c. No, female's closer
23. Are rooms for changing clothes equally convenient to the lab/workshop for both males and females? (Shade one)
 - a. Yes
 - b. No, male's closer
 - c. No, female's closer
 - d. Not applicable
24. Is/are equipment/tools available in labs or workshops that de-emphasize height, weight and strength? (Shade one)
 - a. Yes
 - b. No, shorter people will have trouble
 - c. No, smaller people will have trouble
 - d. No, weaker people will have trouble
 - e. Not applicable
25. Are library materials about sex-fair vocational education displayed and available to students? (Shade one)
 - a. Yes, both displayed and available
 - b. Yes, displayed, but not available
 - c. Yes, available, but not displayed
 - d. Not available

26. Do school newspapers include articles on nontraditional students and nontraditional workers? (Shade one)
- a. Always true
 - b. Sometimes true
 - c. Not true
 - d. No student newspaper
27. Are the course requirements for your programs equal for both males and females? (Shade one)
- a. Yes
 - b. No, harder requirements for males
 - c. No, harder requirements for females
 - d. Not sure
28. Has your program had both male and female speakers and/or resource persons in the classroom or lab/shop? (Shade one and fill in numbers directly on this sheet where applicable)
- a. Yes, both (# of males _____, # of females _____)
 - b. No, male only (# of males _____)
 - c. No, female only (# of females _____)
 - d. No speakers or resource persons
29. Have you been provided with an opportunity to go to a nontraditional work setting and observe the workers? (Shade one)
- a. Yes, and I went to observe
 - b. Yes, but I could not go to observe
 - c. No, opportunity not offered
 - d. No, opportunity not available
 - e. Not interested

30. Is career information on all careers presented as equally available to males and females? (Shade one)
- a. All the time
 - b. Some of the time, more available for males
 - c. Some of the time, more available for females
 - d. Don't know

PLEASE CONTINUE TO PART II

STUDENT QUESTIONNAIRE

PART II

Sex of student: Male Female (Circle one)

1. In what career program are you currently enrolled? _____
2. Circle the type of program in which you are enrolled:
Traditional Nontraditional
(A traditional program is one in which 80% or more of the students in the program are of the same sex as yourself.)
3. About how many males/females are enrolled in your vocational program?
 - a. Males _____
 - b. Females _____
 - c. Don't know _____
4. How did you learn about the program in which you are enrolled? (Circle all that apply)
 - a. A school recruitment program
 - b. A career exploration program
 - c. A friend
 - d. A vocational instructor
 - e. A counselor
 - f. My parents
 - g. Co-worker
 - h. People in business
 - i. Reading and asking questions on my own
 - j. Other, (specify) _____

5. Who or what influenced you most in deciding what vocational program to take? _____
6. Were there others who influenced you? (Mark 2 for second most important, mark 3 for third most important, etc. if appropriate.)
- a. Mother
 - b. Father
 - c. Brother
 - d. Sister
 - e. Friends
 - f. Wife/Husband
 - g. Co-worker
 - h. I make my own decisions
 - i. Other, (specify) _____
- _____
7. When did you first become interested in the occupation for which you are training? (Circle one)
- a. When I was quite young (elementary school age)
 - b. When I was in junior high school
 - c. When I was in high school
 - d. After I left high school
 - e. After I tried another occupation first

8. a. What helped you to decide on your occupation? (Circle all that apply)
- a. Regular classes I took
 - b. Academic activities I pursued at school
 - c. Vocational education activities I pursued at school
 - d. Activities or work I did during the summer time or outside of school
 - e. Previous work experience
 - f. The program was open
 - g. The career exploration program
 - h. Availability of jobs in the area
 - i. Talks with counselors
 - j. Talks with parents
 - k. Talks with wife/husband
 - l. Talks with friends
 - m. Father's occupations - (specify) _____
 - n. Mother's occupations - (specify) _____
 - o. Other, (specify) _____
9. Which one of those marked above was most important in deciding your occupation? _____
10. Will your career provide you with an adequate salary and career satisfaction? (Circle one)
- a. Yes
 - b. No
 - c. Not sure
11. Would you prefer to be enrolled in a career that would pay more money? (Circle one)
- a. Yes
 - b. No

12. Would you prefer to be enrolled in a career that would give greater job satisfaction? (Circle one)
- a. Yes
 - b. No
13. If you are not enrolled in a program that would give you more money and/or greater job satisfaction, why aren't you? (Circle all that apply)
- a. Career field not available
 - b. Don't feel enough members of my sex enrolled in program
 - c. Think program would be too difficult
 - d. No other field interests me
 - e. Other, (specify) _____
 - f. No, I'm satisfied with my career choice
14. What are your plans after leaving the school you are presently attending?
- a. Have no plans for the immediate future
 - b. Take any job I can get
 - c. Enter the field for which I am currently training
 - d. Enter an academic program at a Junior or Community College
 - e. Enter a vocational program at a Junior or Community College
 - f. Attend a 4-year college or university
 - g. Join the military service
 - h. Become an apprentice or receive "on the job" training
 - i. Work and go to school at the same time
 - j. Open my own business
 - k. Other, (specify) _____

15. If you choose to marry, do you plan on working outside the home after marriage? (Circle one)
- a. Yes ----- GO TO NUMBER 16
 - b. No ----- GO TO NUMBER 17
 - c. No, I'm not planning on marriage ----- GO TO NUMBER 17
 - d. Don't know ----- GO TO NUMBER 17
16. Does your anticipation of being married affect your choice of vocational field? (Circle one)
- a. Yes, How? _____
 - b. No
 - c. Don't know
17. Have you ever heard about or attended special programs that encouraged you or other students to enroll in vocational courses in which almost all the students were of the opposite sex? (Circle one)
- a. No
 - b. Yes, have heard about, but did not attend
 - c. Yes, have attended
(Please describe that program:) _____

18. Have you ever received special counseling that encouraged you to consider a career in which most of the workers are of the opposite sex? (Circle one)
- a. No
 - b. Uncertain
 - c. Yes (Please describe, if possible) _____

19. Has anyone ever tried to encourage you to take a vocational education class in which almost all the students were of the opposite sex?
(Circle one)
- a. No ----- GO TO NUMBER 22
 - b. Not sure ----- GO TO NUMBER 22
 - c. Yes ----- IF YES, ANSWER 20 and 21
20. Who did? (Circle all that apply)
- a. Mother
 - b. Father
 - c. Brother
 - d. Sister
 - e. Friend
 - f. Teacher
 - g. Counselor
 - h. Wife/Husband
 - i. Other, (specify) _____
21. How did you feel about this? (Circle one)
- a. Resentful or annoyed
 - b. Indifferent or not interested
 - c. Appreciative or pleased
 - d. Other, (specify) _____
22. Has anyone ever tried to discourage you from taking a nontraditional vocational education class or program? (For a female, a nontraditional area is one in which 80% or more of the students are males. For a male, it is an area in which 80% or more of the students are females.)
(Circle one)
- a. No ----- GO TO NUMBER 25
 - b. Not sure ----- GO TO NUMBER 25
 - c. Yes ----- IF YES, ANSWER 23 and 24

23. Who did? (Circle all that apply)

- a. Mother
- b. Father
- c. Brother
- d. Sister
- e. Friend
- f. Counselor
- g. Teacher
- h. Wife/Husband
- i. Other, (specify) _____

24. How did you feel about this? (Circle one)

- a. Resentful or annoyed
- b. Indifferent or not interested
- c. Appreciative or pleased
- d. Other, (specify) _____

25. Do you think that females in nontraditional occupational areas drop out more than students in traditional occupational areas? (Circle one)

- a. Yes, drop out more
- b. No, they don't
- c. Don't know

26. Do you think that males in nontraditional occupational areas drop out more than students in traditional occupational areas? (Circle one)

- a. Yes, drop out more
- b. No, they don't
- c. Don't know

27. Have you ever taken a cooperative vocational education class in which you were working on a job in your vocational training area and were receiving class credit for your work? (Circle one)
- a. No ----- GO TO NUMBER 29
 - b. Not sure ----- GO TO NUMBER 29
 - c. Yes ----- IF YES, ANSWER 28
28. If yes, list the job or jobs you have had in your cooperative education class. _____

29. Have you ever participated in work study in which you had a part-time paying job not related to your training area but arranged for by the school to help you stay in school? (Circle one)
- a. No
 - b. Not sure
 - c. Yes ----- IF YES, ANSWER 30
30. If yes, list the job or jobs you have had in your work-study program. _____

THANK YOU FOR HELPING US GATHER INFORMATION ABOUT YOUR SCHOOL.



Northern Kentucky University
Highland Heights, Kentucky 41076

To Whom It May Concern:

Northern Kentucky University, in cooperation with the Kentucky Bureau of Vocational Education, is conducting a study to examine sex bias in selected secondary vocational high schools and vocational schools in Kentucky. Administrators, vocational teachers, counselors, parents and vocational students are being asked to complete opinion surveys. Data resulting from these surveys will be reported in summary form only. Therefore, individual responses will be confidential, and the surveys should contain no identifying names.

Please complete the opinion survey by following directions provided on the enclosed instruction sheet. The survey takes approximately 10-15 minutes to complete.

The study will report the existing sex bias across the state and will recommend strategies for change. Your school will receive a final report of our findings when the project is completed.

If you have any questions or problems concerning the opinion survey, please contact the Project Director at 606-572-5523.

Your cooperation in this endeavor is appreciated.

Sincerely yours,

Dr. C. B. Stiegler
Project Director

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ADMINISTRATOR SURVEY

The Kentucky Department of Education through the Office of Vocational Education is conducting a study to determine what influences exist to encourage students to enroll in vocational education programs (classes) which have in the past typically enrolled only students of one sex. We ask your cooperation in providing information that will reflect the views and experiences of the administration in your school.

Below you will find some helpful definitions of terms used in the survey.

Sex Bias--behaviors and attitudes resulting from the assumption that one sex is superior to another.

Traditional Vocational Education Program--an area of vocational education instruction which has in the past enrolled only members of one sex.

The secretarial vocational program has in the past enrolled only females.

Examples:

The auto mechanics vocational program has in the past enrolled only males.

All information will be totaled and reported only for the school. Your specific answers will be anonymous and confidential.

Please read carefully and complete the attached questionnaire. You will need to use the NCS answer sheet. Please use only a #2 black lead pencil and complete the circles with heavy black marks. Please put your social security number on Page 2 of this questionnaire and in the Identification Number blocks on the answer sheet.

Thank you for your assistance.

ADMINISTRATOR SURVEY

PLEASE INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS (NOS. 1-16). ANSWERS SHOULD REFLECT YOUR OPINION ONLY.

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

A STUDENT WHO ENTERS A VOCATIONAL PROGRAM (CLASS) IN MY SCHOOL MADE UP OF THE MAJORITY OF THE OPPOSITE SEX IS LIKELY TO FIND THAT THE VOCATIONAL TEACHER (INSTRUCTOR) WILL:

1. Welcome any student into their class regardless of whether they are male or female.
2. Give the same assignments to both male and female students.
3. Not separate males and females in to separate groups for class activities or projects.
4. Let only females or only males do all the demonstrations in class.
5. Make comparisons between performance skills of males and females.
6. Encourage only males to choose careers where they can be independent and exercise leadership.
7. Use the same grading procedures for both male and female students.
8. Equally encourage both male and female students to complete their vocational program.
9. Explain the possible problems and barriers that a student may encounter when seeking a job usually held by the opposite sex.
10. Encourage all student to notify them if they are being treated unfairly by classmates of the opposite sex.
11. Make information available on the opportunities and benefits of finding a job in their respective fields.
12. Make fun of them in class.
13. Use textbooks and other materials which show men and women doing the work that is being taught in class.

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

- 14. Provide students with the opportunity to talk about jobs with persons who have jobs in fields usually made up of the opposite sex.
- 15. Try to eliminate sex bias in their classroom.
- 16. Will use words such as police officer instead of policeman to prevent the labeling of jobs as belonging to males or females.

PLEASE INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS (NOS. 17-28).

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

A STUDENT WHO ENTERS A VOCATIONAL PROGRAM (CLASS) IN MY SCHOOL MADE UP OF THE MAJORITY OF THE OPPOSITE SEX IS LIKELY TO FEEL THAT:

- 17. A male student will be considered "sissy" if he enrolls in a course made up of mostly females.
- 18. A female student will be considered a "tomboy" if she enrolls in a course made up mostly of males.
- 19. A student who enters a course which has usually been for the opposite sex does so for socializing rather than learning.
- 20. Some vocational courses are only appropriate for males and others are only appropriate for females.
- 21. A student enrolled in a program that has been traditionally for the opposite sex will be expected to make better grades.
- 22. A student will feel uncomfortable in a program that has been traditionally for the opposite sex.
- 23. A student will not be treated fairly in a class made up mostly of members of the opposite sex.

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

- 24. A student who obtains training in a field usually dominated by the opposite sex will not be able to get a job in that field.
- 25. All vocational programs should be open to all students.
- 26. Female students lack knowledge in math to adequately complete the requirements of a trade and industry program.
- 27. Their school should support the elimination of sex bias.
- 28. Male students lack finger coordination to perform certain skills such as typing.

PLEASE INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS (NOS. 29-40).

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

A STUDENT WHO ENTERS A VOCATIONAL PROGRAM (CLASS) IN MY SCHOOL MADE UP OF THE MAJORITY OF THE OPPOSITE SEX IS LIKELY TO FIND THAT THE VOCATIONAL COUNSELOR WILL:

- 29. Use the same admission policy for all students.
- 30. Counsel male and female students differently.
- 31. Point out sex biases that probably exist in jobs.
- 32. Emphasize the higher salaries and benefits to be obtained in jobs that have been traditionally for men only.
- 33. Make students aware of possible problems that they may encounter when enrolled in a class that has traditionally been for one sex only.
- 34. Encourage all students to complete all vocational requirements.
- 35. Expose students to persons who have jobs in fields usually made up of the opposite sex.

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

- 36. Explore a variety of career options with all students.
- 37. Demonstrate through their actions that vocational counseling is as important for females as it is for males.
- 38. Try to eliminate sex bias in all career counseling.
- 39. Counsel with parents of students who seek training in fields dominated by members of the opposite sex.
- 40. Advise students and parents of career options available to all students in vocational education.

PLEASE INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS (NOS. 41-50).

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

A STUDENT WHO ENTERS A VOCATIONAL PROGRAM (CLASS) IN MY SCHOOL MADE UP OF THE MAJORITY OF THE OPPOSITE SEX IS LIKELY TO FIND THAT THE PRINCIPAL WILL:

- 41. Issue a policy statement of nondiscrimination in all vocational programs.
- 42. Notify students, parents, counselors, teachers, community leaders, and employers of compliance with Title IX.
- 43. Review all school bulletins, admission policies, graduation requirements, etc. for sex bias.
- 44. Not discriminate in the use of equipment or restroom facilities for either sex.
- 45. Publicize through letters or handbooks to parents and students that all vocational courses are open to all students.
- 46. Hold training sessions for all school personnel to eliminate sex bias.

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

- 47. Interpret the need to eliminate sex bias to parents, community leaders, and policy making groups.
- 48. Actively recruit members of the opposite sex into programs which have been traditionally for either males or females.
- 49. Encourage students to complete all vocational program requirements.
- 50. Publicize the employment possibilities in all vocational areas for both males and females.

PLEASE INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS (NOS. 51-60).

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

A STUDENT WHO ENTERS A VOCATIONAL PROGRAM (CLASS) IN MY SCHOOL MADE UP OF THE MAJORITY OF THE OPPOSITE SEX IS LIKELY TO FIND THAT THEIR FAMILY WILL:

- 51. Encourage them to enter whatever vocational area they wish.
- 52. Provide encouragement and support if they enter vocational programs (classes) which have in the past enrolled only males or only females.
- 53. Demonstrate interest and support in vocational programs by personal contacts with the school.
- 54. Discuss potential problems and solutions that may be of help to them.
- 55. Be embarrassed if they enroll in programs that in the past have been chiefly for members of the opposite sex.
- 56. Make fun of them for their interest in enrolling in a class consisting of only males or only females.
- 57. Expect their own career choice to be followed rather than the student's preference of career.

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

- 58. Attempt to change their own sex bias attitudes.
- 59. Strongly oppose their enrollment in a field which has traditionally been only for males or only for females.
- 60. Urge them to complete the vocational program of their choice.

PLEASE INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS (NOS. 61-68).

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

A STUDENT WHO ENTERS A VOCATIONAL PROGRAM (CLASS) IN MY SCHOOL MADE UP OF THE MAJORITY OF THE OPPOSITE SEX IS LIKELY TO FIND THAT THEIR FRIENDS WILL:

- 61. Laugh at them for their interest in enrolling in a class consisting of the opposite sex.
- 62. Discourage them by saying they will not be able to get a job in the field in which they have received training.
- 63. Treat them as an outcast.
- 64. Encourage them to enroll in the vocational field of their choice.
- 65. Discourage them by saying they lack the skills and knowledge to do well in a class usually made up of members of the opposite sex.
- 66. Discourage them from trying something new.
- 67. Tell them it will be easy to find a job in an area usually held by members of the opposite sex.
- 68. Support change to eliminate sex bias.

PLEASE ANSWER THE FOLLOWING QUESTIONS:

69. Your sex (Shade one)

- a. Male
- b. Female

70. Which one of the following titles applies to you? (Shade one)

- a. Administrator
- b. Counselor
- c. Instructor

71. Does your school have (Shade one)

- a. More than 500 students
- b. Less than 500 students

COUNSELOR SURVEY

The Kentucky Department of Education through the Office of Vocational Education is conducting a study to determine what influences exist to encourage students to enroll in vocational education programs (classes) which have in the past typically enrolled only students of one sex. We ask your cooperation in providing information that will reflect the views and experiences of the counselors in your school.

Below you will find some helpful definitions of terms used in the survey.

Sex Bias--behaviors and attitudes resulting from the assumption that one sex is superior to another.

Traditional Vocational Education Program--an area of vocational education instruction which has in the past enrolled only members of one sex.

The secretarial vocational program has in the past enrolled only females.

Examples:

The auto mechanics vocational program has in the past enrolled only males.

All information will be totaled and reported only for the school. Your specific answers will be anonymous and confidential.

Please read carefully and complete the attached questionnaire. You will need to use the NCS answer sheet. Please use only a #2 black lead pencil and complete the circles with heavy black marks. Please put your social security number on Page 2 of this questionnaire and in the Identification Number blocks on the answer sheet.

Thank you for your assistance.

COUNSELOR SURVEY

PLEASE INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS (NOS. 1-16). ANSWERS SHOULD REFLECT YOUR OPINION ONLY.

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

A STUDENT WHO ENTERS A VOCATIONAL PROGRAM (CLASS) IN MY SCHOOL MADE UP OF THE MAJORITY OF THE OPPOSITE SEX IS LIKELY TO FIND THAT THE VOCATIONAL TEACHER (INSTRUCTOR) WILL:

1. Welcome any student into their class regardless of whether they are male or female.
2. Give the same assignments to both male and female students.
3. Not separate males and females in to separate groups for class activities or projects.
4. Let only females or only males do all the demonstrations in class.
5. Make comparisons between performance skills of males and females.
6. Encourage only males to choose careers where they can be independent and exercise leadership.
7. Use the same grading procedures for both male and female students.
8. Equally encourage both male and female students to complete their vocational program.
9. Explain the possible problems and barriers that a student may encounter when seeking a job usually held by the opposite sex.
10. Encourage all student to notify them if they are being treated unfairly by classmates of the opposite sex.
11. Make information available on the opportunities and benefits of finding a job in their respective fields.
12. Make fun of them in class.
13. Use textbooks and other materials which show men and women doing the work that is being taught in class.

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

- 14. Provide students with the opportunity to talk about jobs with persons who have jobs in fields usually made up of the opposite sex.
- 15. Try to eliminate sex bias in their classroom.
- 16. Will use words such as police officer instead of policeman to prevent the labeling of jobs as belonging to males or females.

PLEASE INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS (NOS. 17-28).

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

A STUDENT WHO ENTERS A VOCATIONAL PROGRAM (CLASS) IN MY SCHOOL MADE UP OF THE MAJORITY OF THE OPPOSITE SEX IS LIKELY TO FEEL THAT:

- 17. A male student will be considered "sissy" if he enrolls in a course made up of mostly females.
- 18. A female student will be considered a "tomboy" if she enrolls in a course made up mostly of males.
- 19. A student who enters a course which has usually been for the opposite sex does so for socializing rather than learning.
- 20. Some vocational courses are only appropriate for males and others are only appropriate for females.
- 21. A student enrolled in a program that has been traditionally for the opposite sex will be expected to make better grades.
- 22. A student will feel uncomfortable in a program that has been traditionally for the opposite sex.
- 23. A student will not be treated fairly in a class made up mostly of members of the opposite sex.

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

- 24. A student who obtains training in a field usually dominated by the opposite sex will not be able to get a job in that field.
- 25. All vocational programs should be open to all students.
- 26. Female students lack knowledge in math to adequately complete the requirements of a trade and industry program.
- 27. Their school should support the elimination of sex bias.
- 28. Male students lack finger coordination to perform certain skills such as typing.

PLEASE INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS (NOS. 29-40).

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

A STUDENT WHO ENTERS A VOCATIONAL PROGRAM (CLASS) IN MY SCHOOL MADE UP OF THE MAJORITY OF THE OPPOSITE SEX IS LIKELY TO FIND THAT THE VOCATIONAL COUNSELOR WILL:

- 29. Use the same admission policy for all students.
- 30. Counsel male and female students differently.
- 31. Point out sex biases that probably exist in jobs.
- 32. Emphasize the higher salaries and benefits to be obtained in jobs that have been traditionally for men only.
- 33. Make students aware of possible problems that they may encounter when enrolled in a class that has traditionally been for one sex only.
- 34. Encourage all students to complete all vocational requirements.
- 35. Expose students to persons who have jobs in fields usually made up of the opposite sex.

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

- 36. Explore a variety of career options with all students.
- 37. Demonstrate through their actions that vocational counseling is as important for females as it is for males.
- 38. Try to eliminate sex bias in all career counseling.
- 39. Counsel with parents of students who seek training in fields dominated by members of the opposite sex.
- 40. Advise students and parents of career options available to all students in vocational education.

PLEASE INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS (NOS. 41-50).

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

A STUDENT WHO ENTERS A VOCATIONAL PROGRAM (CLASS) IN MY SCHOOL MADE UP OF THE MAJORITY OF THE OPPOSITE SEX IS LIKELY TO FIND THAT THE PRINCIPAL WILL:

- 41. Issue a policy statement of nondiscrimination in all vocational programs.
- 42. Notify students, parents, counselors, teachers, community leaders, and employers of compliance with Title IX.
- 43. Review all school bulletins, admission policies, graduation requirements, etc. for sex bias.
- 44. Not discriminate in the use of equipment or restroom facilities for either sex.
- 45. Publicize through letters or handbooks to parents and students that all vocational courses are open to all students.
- 46. Hold training sessions for all school personnel to eliminate sex bias.

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

- 47. Interpret the need to eliminate sex bias to parents, community leaders, and policy making groups.
- 48. Actively recruit members of the opposite sex into programs which have been traditionally for either males or females.
- 49. Encourage students to complete all vocational program requirements.
- 50. Publicize the employment possibilities in all vocational areas for both males and females.

PLEASE INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS (NOS. 51-60).

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

A STUDENT WHO ENTERS A VOCATIONAL PROGRAM (CLASS) IN MY SCHOOL MADE UP OF THE MAJORITY OF THE OPPOSITE SEX IS LIKELY TO FIND THAT THEIR FAMILY WILL:

- 51. Encourage them to enter whatever vocational area they wish.
- 52. Provide encouragement and support if they enter vocational programs (classes) which have in the past enrolled only males or only females.
- 53. Demonstrate interest and support in vocational programs by personal contacts with the school.
- 54. Discuss potential problems and solutions that may be of help to them.
- 55. Be embarrassed if they enroll in programs that in the past have been chiefly for members of the opposite sex.
- 56. Make fun of them for their interest in enrolling in a class consisting of only males or only females.
- 57. Expect their own career choice to be followed rather than the student's preference of career.

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

- 58. Attempt to change their own sex bias attitudes.
- 59. Strongly oppose their enrollment in a field which has traditionally been only for males or only for females.
- 60. Urge them to complete the vocational program of their choice.

PLEASE INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS (NOS. 61-68).

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

A STUDENT WHO ENTERS A VOCATIONAL PROGRAM (CLASS) IN MY SCHOOL MADE UP OF THE MAJORITY OF THE OPPOSITE SEX IS LIKELY TO FIND THAT THEIR FRIENDS WILL:

- 61. Laugh at them for their interest in enrolling in a class consisting of the opposite sex.
- 62. Discourage them by saying they will not be able to get a job in the field in which they have received training.
- 63. Treat them as an outcast.
- 64. Encourage them to enroll in the vocational field of their choice.
- 65. Discourage them by saying they lack the skills and knowledge to do well in a class usually made up of members of the opposite sex.
- 66. Discourage them from trying something new.
- 67. Tell them it will be easy to find a job in an area usually held by members of the opposite sex.
- 68. Support change to eliminate sex bias.

PLEASE ANSWER THE FOLLOWING QUESTIONS:

69. Your sex (Shade one)

- a. Male
- b. Female

70. Which one of the following titles applies to you? (Shade one)

- a. Administrator
- b. Counselor
- c. Instructor

INSTRUCTOR SURVEY

The Kentucky Department of Education through the Office of Vocational Education is conducting a study to determine what influences exist to encourage students to enroll in vocational education programs (classes) which have in the past typically enrolled only students of one sex. We ask your cooperation in providing information that will reflect the views and experiences of the instructors in your school.

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The secretarial vocational program has in the past enrolled only females.

Examples:

The auto mechanics vocational program has in the past enrolled only males.

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Thank you for your assistance.

INSTRUCTOR SURVEY

PLEASE INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS (NOS. 1-16). ANSWERS SHOULD REFLECT YOUR OPINION ONLY.

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

A STUDENT WHO ENTERS A VOCATIONAL PROGRAM (CLASS) IN MY SCHOOL MADE UP OF THE MAJORITY OF THE OPPOSITE SEX IS LIKELY TO FIND THAT THE VOCATIONAL TEACHER (INSTRUCTOR) WILL:

1. Welcome any student into their class regardless of whether they are male or female.
2. Give the same assignments to both male and female students.
3. Not separate males and females in to separate groups for class activities or projects.
4. Let only females or only males do all the demonstrations in class.
5. Make comparisons between performance skills of males and females.
6. Encourage only males to choose careers where they can be independent and exercise leadership.
7. Use the same grading procedures for both male and female students.
8. Equally encourage both male and female students to complete their vocational program.
9. Explain the possible problems and barriers that a student may encounter when seeking a job usually held by the opposite sex.
10. Encourage all student to notify them if they are being treated unfairly by classmates of the opposite sex.
11. Make information available on the opportunities and benefits of finding a job in their respective fields.
12. Make fun of them in class.
13. Use textbooks and other materials which show men and women doing the work that is being taught in class.

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

- 14. Provide students with the opportunity to talk about jobs with persons who have jobs in fields usually made up of the opposite sex.
- 15. Try to eliminate sex bias in their classroom.
- 16. Will use words such as police officer instead of policeman to prevent the labeling of jobs as belonging to males or females.

PLEASE INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS (NOS. 17-28).

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

A STUDENT WHO ENTERS A VOCATIONAL PROGRAM (CLASS) IN MY SCHOOL MADE UP OF THE MAJORITY OF THE OPPOSITE SEX IS LIKELY TO FEEL THAT:

- 17. A male student will be considered "sissy" if he enrolls in a course made up of mostly females.
- 18. A female student will be considered a "tomboy" if she enrolls in a course made up mostly of males.
- 19. A student who enters a course which has usually been for the opposite sex does so for socializing rather than learning.
- 20. Some vocational courses are only appropriate for males and others are only appropriate for females.
- 21. A student enrolled in a program that has been traditionally for the opposite sex will be expected to make better grades.
- 22. A student will feel uncomfortable in a program that has been traditionally for the opposite sex.
- 23. A student will not be treated fairly in a class made up mostly of members of the opposite sex.

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

- 24. A student who obtains training in a field usually dominated by the opposite sex will not be able to get a job in that field.
- 25. All vocational programs should be open to all students.
- 26. Female students lack knowledge in math to adequately complete the requirements of a trade and industry program.
- 27. Their school should support the elimination of sex bias.
- 28. Male students lack finger coordination to perform certain skills such as typing.

PLEASE INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS (NOS. 29-40).

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

A STUDENT WHO ENTERS A VOCATIONAL PROGRAM (CLASS) IN MY SCHOOL MADE UP OF THE MAJORITY OF THE OPPOSITE SEX IS LIKELY TO FIND THAT THE VOCATIONAL COUNSELOR WILL:

- 29. Use the same admission policy for all students.
- 30. Counsel male and female students differently.
- 31. Point out sex biases that probably exist in jobs.
- 32. Emphasize the higher salaries and benefits to be obtained in jobs that have been traditionally for men only.
- 33. Make students aware of possible problems that they may encounter when enrolled in a class that has traditionally been for one sex only.
- 34. Encourage all students to complete all vocational requirements.
- 35. Expose students to persons who have jobs in fields usually made up of the opposite sex.

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

- 36. Explore a variety of career options with all students.
- 37. Demonstrate through their actions that vocational counseling is as important for females as it is for males.
- 38. Try to eliminate sex bias in all career counseling.
- 39. Counsel with parents of students who seek training in fields dominated by members of the opposite sex.
- 40. Advise students and parents of career options available to all students in vocational education.

PLEASE INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS (NOS. 41-50).

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

A STUDENT WHO ENTERS A VOCATIONAL PROGRAM (CLASS) IN MY SCHOOL MADE UP OF THE MAJORITY OF THE OPPOSITE SEX IS LIKELY TO FIND THAT THE PRINCIPAL WILL:

- 41. Issue a policy statement of nondiscrimination in all vocational programs.
- 42. Notify students, parents, counselors, teachers, community leaders, and employers of compliance with Title IX.
- 43. Review all school bulletins, admission policies, graduation requirements, etc. for sex bias.
- 44. Not discriminate in the use of equipment or restroom facilities for either sex.
- 45. Publicize through letters or handbooks to parents and students that all vocational courses are open to all students.
- 46. Hold training sessions for all school personnel to eliminate sex bias.

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

- 47. Interpret the need to eliminate sex bias to parents, community leaders, and policy making groups.
- 48. Actively recruit members of the opposite sex into programs which have been traditionally for either males or females.
- 49. Encourage students to complete all vocational program requirements.
- 50. Publicize the employment possibilities in all vocational areas for both males and females.

PLEASE INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS (NOS. 51-60).

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

A STUDENT WHO ENTERS A VOCATIONAL PROGRAM (CLASS) IN MY SCHOOL MADE UP OF THE MAJORITY OF THE OPPOSITE SEX IS LIKELY TO FIND THAT THEIR FAMILY WILL:

- 51. Encourage them to enter whatever vocational area they wish.
- 52. Provide encouragement and support if they enter vocational programs (classes) which have in the past enrolled only males or only females.
- 53. Demonstrate interest and support in vocational programs by personal contacts with the school.
- 54. Discuss potential problems and solutions that may be of help to them.
- 55. Be embarrassed if they enroll in programs that in the past have been chiefly for members of the opposite sex.
- 56. Make fun of them for their interest in enrolling in a class consisting of only males or only females.
- 57. Expect their own career choice to be followed rather than the student's preference of career.

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

- 58. Attempt to change their own sex bias attitudes.
- 59. Strongly oppose their enrollment in a field which has traditionally been only for males or only for females.
- 60. Urge them to complete the vocational program of their choice.

PLEASE INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS (NOS. 61-68).

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

A STUDENT WHO ENTERS A VOCATIONAL PROGRAM (CLASS) IN MY SCHOOL MADE UP OF THE MAJORITY OF THE OPPOSITE SEX IS LIKELY TO FIND THAT THEIR FRIENDS WILL:

- 61. Laugh at them for their interest in enrolling in a class consisting of the opposite sex.
- 62. Discourage them by saying they will not be able to get a job in the field in which they have received training.
- 63. Treat them as an outcast.
- 64. Encourage them to enroll in the vocational field of their choice.
- 65. Discourage them by saying they lack the skills and knowledge to do well in a class usually made up of members of the opposite sex.
- 66. Discourage them from trying something new.
- 67. Tell them it will be easy to find a job in an area usually held by members of the opposite sex.
- 68. Support change to eliminate sex bias.

PLEASE ANSWER THE FOLLOWING QUESTIONS:

69. Your sex (Shade one)

- a. Male
- b. Female

70. Which one of the following titles applies to you? (Shade one)

- a. Administrator
- b. Counselor
- c. Instructor

71. Vocational course you are teaching (Shade one)

- a. Agriculture
- b. Business & Office
- c. Health Careers
- d. Home Economics
- e. Trade & Industry

72. Number of male students in your classes (Shade one)

- a. None
- b. 1-2
- c. 3-5
- d. 6-8
- e. Over 8

73. Number of female students in your classes (Shade one)

- a. None
- b. 1-2
- c. 3-5
- d. 6-8
- e. Over 8

TRADITIONAL STUDENT QUESTIONNAIRE

The Kentucky Department of Education through the Office of Vocational Education is conducting a study to determine what influences exist to encourage students to enroll in vocational education programs (classes) which have in the past typically enrolled only students of one sex. We ask your cooperation in providing information that will reflect the experiences of the students in your school.

Below you will find some helpful definitions of terms used in the survey.

Sex Bias—behaviors and attitudes resulting from the assumption that one sex is superior to another.

Traditional Vocational Education Program—an area of vocational education instruction which has in the past enrolled only members of one sex.

The secretarial vocational program has in the past enrolled only females.

Examples:

The auto mechanics vocational program has in the past enrolled only males.

All information will be totaled and reported only for the school. Your specific answers will be anonymous and confidential.

Please read carefully and complete the attached questionnaire. You will need to use the NCS answer sheet. Please use only a #2 black lead pencil and complete the circles with heavy black marks. Please put your social security number on Page 2 of this questionnaire and in the Identification Number blocks on the answer sheet.

Thank you for your assistance.

TRADITIONAL STUDENT QUESTIONNAIRE

1. Your sex (Shade one)
 - a. Male
 - b. Female
2. The vocational course you are enrolled in (Shade one)
 - a. Agriculture
 - b. Business & Office
 - c. Health Careers
 - d. Home Economics
 - e. Trade & Industry
3. Number of years enrolled in this vocational program (Shade one)
 - a. One
 - b. Two
 - c. Three
 - d. Four
4. What type of program are you currently enrolled in? (Shade one)
 - a. Traditional (A traditional program is one in which 80% or more of the students in the program are of the same sex as yourself.)
 - b. Nontraditional (A nontraditional program is one in which 80% or more of the students in the program are of the opposite sex as yourself.)
5. In your estimation, which of the following figures is closest to your total yearly household income? (Shade one)
 - a. \$5,000 to \$10,000
 - b. \$10,001 to \$15,000
 - c. \$15,001 to \$20,000
 - d. \$20,001 and over
 - e. Don't know
6. My father's present occupation is (refer to descriptions below and write on questionnaire, in space provided, the appropriate category) (Shade a, b or c on answer sheet)

Clerk or Salesperson (such as: bookkeeper, secretary, real estate salesperson, department store salesperson, etc.)

Skilled Craftsman (such as: electrician, mechanic, welder, factory foreman, etc.)

Professional (such as: pharmacist, engineer, physician, etc.)

Teacher or Other Educator (such as: counselor, principal, etc.)

Laborer (except farm) (such as: gas station attendant, construction worker, freight, garbage collector, etc.)

Agriculturist (such as: farmer, farm laborer, farm manager, etc.)

Service Worker (such as: policeman, barber, waitress, housekeeper, etc.)

Technician (such as: draftsman, nurse, laboratory technician, etc.)

Semiskilled Worker (such as: truck driver, factory machine operator, etc.)

Manager and/or Administrator (such as: bank officer, buyer, contractor, department head, owner of business, etc.)

- a. Employed as _____
- b. Not employed
- c. Don't know

7. My mother's present occupation is (refer to descriptions below and write on questionnaire, in space provided, the appropriate category) (Shade a, b or c on answer sheet)

Clerk or Salesperson (such as: bookkeeper, secretary, real estate salesperson, department store salesperson, etc.)

Skilled Craftsman (such as: electrician, mechanic, welder, factory foreman, etc.)

Professional (such as: pharmacist, engineer, physician, etc.)

Teacher or Other Educator (such as: counselor, principal, etc.)

Laborer (except farm) (such as: gas station attendant, construction worker, freight, garbage collector, etc.)

Agriculturist (such as: farmer, farm laborer, farm manager, etc.)

Service Worker (such as: policeman, barber, waitress, housekeeper, etc.)

Technician (such as: draftsman, nurse, laboratory technician, etc.)

Semiskilled Worker (such as: truck driver, factory machine operator, etc.)

Manager and/or Administrator (such as: bank officer, buyer, contractor, department head, owner of business, etc.)

- a. Employed as _____
- b. Not employed
- c. Don't know

8. My father's highest level of education is (Shade one)
 - a. Eighth grade or less
 - b. High school graduate
 - c. Some college
 - d. College graduate
 - e. Don't know
9. My mother's highest level of education is (Shade one)
 - a. Eighth grade or less
 - b. High school graduate
 - c. Some college
 - d. College graduate
 - e. Don't know
10. Does your vocational teacher expect males and females in your vocational class to learn the same skills? (Shade one)
 - a. Yes
 - b. No
11. Does your vocational teacher treat male and female students in your class differently? (Shade one)
 - a. Yes
 - b. No
12. Do you work as hard in this vocational class as you do in your other classes? (Shade one)
 - a. Yes
 - b. No
13. Does it bother you if your textbooks and other learning materials have pictures of only one sex? (Shade one)
 - a. Yes
 - b. No

PLEASE INDICATE THE EXTENT TO WHICH YOU WERE INFLUENCED BY THE PEOPLE BELOW (NOS. 14-24) IN MAKING YOUR DECISION TO ENTER THE VOCATIONAL PROGRAM YOU ARE NOW STUDYING.

- a. No Importance or No Influence
- b. Little Importance or Little Influence
- c. Moderately Important or Moderately Influential
- d. Important or Influential
- e. Very Important or Very Influential

- 14. Your Father/Guardian
- 15. Your Mother/Guardian
- 16. Brother(s)
- 17. Sister(s)
- 18. Your Male Friends
- 19. Your Female Friends
- 20. Your Counselor(s)
- 21. Your Regular Teacher(s)
- 22. Your Vocational Teacher(s)
- 23. Your School Principal
- 24. Yourself
- 25. Do you feel as comfortable in this vocational class as you do in your other classes? (Shade one)
 - a. Yes, I feel as comfortable.
 - b. No, there are too many students of the opposite sex enrolled in the class.
 - c. No, the course content is too difficult.
 - d. No, the teacher treats male and female students differently.
 - e. No, the facilities and/or equipment is designed for the opposite sex.

26. Has your school done anything to make the school and community aware of sex biases? (Shade one)
- a. Yes, Career Day activities promote equal opportunities for both sexes.
 - b. Yes, bulletin boards sometimes reflect individuals in nontraditional roles.
 - c. Yes, the student newspaper has articles that promote awareness about sex biases.
 - d. Yes, co-op opportunities are provided for students in nontraditional jobs.
 - e. No.
27. Did you receive encouragement from your counselor toward entering this vocational class? (Shade one)
- a. Yes
 - b. No
28. Did your counselor inform you of the types of skills and learning activities that occurred in this vocational class before you enrolled? (Shade one)
- a. Yes
 - b. No
29. Do you believe that you will have a skill adequate for getting a job when you complete this course? (Shade one)
- a. Yes
 - b. No
30. Do you believe that your teacher has made you aware of the difficulties that may arise in getting a job in this particular field? (Example: Negative attitudes toward a person of your sex working in this line of work.) (Shade one)
- a. Yes
 - b. No

PARENT OF TRADITIONAL STUDENT SURVEY

The Kentucky Department of Education through the Office of Vocational Education is conducting a study to determine what influences exist to encourage students to enroll in vocational education programs (classes) which have in the past typically enrolled only students of one sex. We ask your cooperation in providing information that will reflect the experiences of the students in the school in which your son or daughter is enrolled.

Below you will find some helpful definitions of terms used in the survey.

Sex Bias--behaviors and attitudes resulting from the assumption that one sex is superior to another.

Traditional Vocational Education Program--an area of vocational education instruction which has in the past enrolled only members of one sex.

The secretarial vocational program has in the past enrolled only females.

Examples:

The auto mechanics vocational program has in the past enrolled only males.

All information will be totaled and reported only for the school. Your specific answers will be anonymous and confidential.

Please read carefully and complete the attached questionnaire. You will need to use the NCS answer sheet. Please use only a #2 black lead pencil and complete the circles with heavy black marks. Please put your social security number on Page 2 of this questionnaire and in the Identification Number blocks on the answer sheet.

Thank you for your assistance.

PARENT OF TRADITIONAL STUDENT SURVEY

PLEASE INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS (NOS. 1-16). ANSWERS SHOULD REFLECT YOUR OPINION ONLY.

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

A STUDENT WHO ENTERS A VOCATIONAL PROGRAM (CLASS) IN MY SON'S OR DAUGHTER'S SCHOOL MADE UP OF THE MAJORITY OF THE OPPOSITE SEX IS LIKELY TO FIND THAT THE VOCATIONAL TEACHER (INSTRUCTOR) WILL:

1. Welcome any student into their class regardless of whether they are male or female.
2. Give the same assignments to both male and female students.
3. Not separate males and females in to separate groups for class activities or projects.
4. Let only females or only males do all the demonstrations in class.
5. Make comparisons between performance skills of males and females.
6. Encourage only males to choose careers where they can be independent and exercise leadership.
7. Use the same grading procedures for both male and female students.
8. Equally encourage both male and female students to complete their vocational program.
9. Explain the possible problems and barriers that a student may encounter when seeking a job usually held by the opposite sex.
10. Encourage all student to notify them if they are being treated unfairly by classmates of the opposite sex.
11. Make information available on the opportunities and benefits of finding a job in their respective fields.
12. Make fun of them in class.
13. Use textbooks and other materials which show men and women doing the work that is being taught in class.

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

- 14. Provide students with the opportunity to talk about jobs with persons who have jobs in fields usually made up of the opposite sex.
- 15. Try to eliminate sex bias in their classroom.
- 16. Will use words such as police officer instead of policeman to prevent the labeling of jobs as belonging to males or females.

PLEASE INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS (NOS. 17-28).

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

A STUDENT WHO ENTERS A VOCATIONAL PROGRAM (CLASS) IN MY SON'S OR DAUGHTER'S SCHOOL MADE UP OF THE MAJORITY OF THE OPPOSITE SEX IS LIKELY TO FEEL THAT:

- 17. A male student will be considered "sissy" if he enrolls in a course made up of mostly females.
- 18. A female student will be considered a "tomboy" if she enrolls in a course made up mostly of males.
- 19. A student who enters a course which has usually been for the opposite sex does so for socializing rather than learning.
- 20. Some vocational courses are only appropriate for males and others are only appropriate for females.
- 21. A student enrolled in a program that has been traditionally for the opposite sex will be expected to make better grades.
- 22. A student will feel uncomfortable in a program that has been traditionally for the opposite sex.
- 23. A student will not be treated fairly in a class made up mostly of members of the opposite sex.

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

- 24. A student who obtains training in a field usually dominated by the opposite sex will not be able to get a job in that field.
- 25. All vocational programs should be open to all students.
- 26. Female students lack knowledge in math to adequately complete the requirements of a trade and industry program.
- 27. Their school should support the elimination of sex bias.
- 28. Male students lack finger coordination to perform certain skills such as typing.

PLEASE INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS (NOS. 29-40).

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

A STUDENT WHO ENTERS A VOCATIONAL PROGRAM (CLASS) IN MY SON'S OR DAUGHTER'S SCHOOL MADE UP OF THE MAJORITY OF THE OPPOSITE SEX IS LIKELY TO FIND THAT THE VOCATIONAL COUNSELOR WILL:

- 29. Use the same admission policy for all students.
- 30. Counsel male and female students differently.
- 31. Point out sex biases that probably exist in jobs.
- 32. Emphasize the higher salaries and benefits to be obtained in jobs that have been traditionally for men only.
- 33. Make students aware of possible problems that they may encounter when enrolled in a class that has traditionally been for one sex only.
- 34. Encourage all students to complete all vocational requirements.
- 35. Expose students to persons who have jobs in fields usually made up of the opposite sex.

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

- 36. Explore a variety of career options with all students.
- 37. Demonstrate through their actions that vocational counseling is as important for females as it is for males.
- 38. Try to eliminate sex bias in all career counseling.
- 39. Counsel with parents of students who seek training in fields dominated by members of the opposite sex.
- 40. Advise students and parents of career options available to all students in vocational education.

PLEASE INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS (NOS. 41-50).

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

A STUDENT WHO ENTERS A VOCATIONAL PROGRAM (CLASS) IN MY SON'S OR DAUGHTER'S SCHOOL MADE UP OF THE MAJORITY OF THE OPPOSITE SEX IS LIKELY TO FIND THAT THE PRINCIPAL WILL:

- 41. Issue a policy statement of nondiscrimination in all vocational programs.
- 42. Notify students, parents, counselors, teachers, community leaders, and employers of compliance with Title IX.
- 43. Review all school bulletins, admission policies, graduation requirements, etc. for sex bias.
- 44. Not discriminate in the use of equipment or restroom facilities for either sex.
- 45. Publicize through letters or handbooks to parents and students that all vocational courses are open to all students.
- 46. Hold training sessions for all school personnel to eliminate sex bias.

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

- 47. Interpret the need to eliminate sex bias to parents, community leaders, and policy making groups.
- 48. Actively recruit members of the opposite sex into programs which have been traditionally for either males or females.
- 49. Encourage students to complete all vocational program requirements.
- 50. Publicize the employment possibilities in all vocational areas for both males and females.

PLEASE INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS (NOS. 51-60).

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

A STUDENT WHO ENTERS A VOCATIONAL PROGRAM (CLASS) IN MY SON'S OR DAUGHTER'S SCHOOL MADE UP OF THE MAJORITY OF THE OPPOSITE SEX IS LIKELY TO FIND THAT THEIR FAMILY WILL:

- 51. Encourage them to enter whatever vocational area they wish.
- 52. Provide encouragement and support if they enter vocational programs (classes) which have in the past enrolled only males or only females.
- 53. Demonstrate interest and support in vocational programs by personal contacts with the school.
- 54. Discuss potential problems and solutions that may be of help to them.
- 55. Be embarrassed if they enroll in programs that in the past have been chiefly for members of the opposite sex.
- 56. Make fun of them for their interest in enrolling in a class consisting of only males or only females.
- 57. Expect their own career choice to be followed rather than the student's preference of career.

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

- 58. Attempt to change their own sex bias attitudes.
- 59. Strongly oppose their enrollment in a field which has traditionally been only for males or only for females.
- 60. Urge them to complete the vocational program of their choice.

PLEASE INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS (NOS. 61-68).

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

A STUDENT WHO ENTERS A VOCATIONAL PROGRAM (CLASS) IN MY SON'S OR DAUGHTER'S SCHOOL MADE UP OF THE MAJORITY OF THE OPPOSITE SEX IS LIKELY TO FIND THAT THEIR FRIENDS WILL:

- 61. Laugh at them for their interest in enrolling in a class consisting of the opposite sex.
- 62. Discourage them by saying they will not be able to get a job in the field in which they have received training.
- 63. Treat them as an outcast.
- 64. Encourage them to enroll in the vocational field of their choice.
- 65. Discourage them by saying they lack the skills and knowledge to do well in a class usually made up of members of the opposite sex.
- 66. Discourage them from trying something new.
- 67. Tell them it will be easy to find a job in an area usually held by members of the opposite sex.
- 68. Support change to eliminate sex bias.

PLEASE ANSWER THE FOLLOWING QUESTIONS:

69. Your sex (Shade one)
- a. Male
 - b. Female
70. I have a (Shade one)
- a. Son
 - b. Daughter
71. He/She is enrolled in the following program (Shade one)
- a. Agriculture
 - b. Business & Office
 - c. Health Careers
 - d. Home Economics
 - e. Trade & Industry
72. In your estimation, which of the following figures is closest to your total yearly household income? (Shade one)
- a. Less than \$5,000
 - b. \$5,001 to \$10,000
 - c. \$10,001 to \$15,000
 - d. \$15,001 to \$20,000
 - e. \$20,001 and over
73. My highest level of education is (Shade one)
- a. Eighth grade or less
 - b. Some high school
 - c. High school graduate
 - d. Some college
 - e. College graduate
74. My child's other parent has achieved a level of education that is (Shade one)
- a. Eighth grade or less
 - b. Some high school
 - c. High school graduate
 - d. Some college
 - e. College graduate
75. My present occupation is (refer to descriptions below and write on questionnaire, in space provided, the appropriate category) (Shade a, b or c on answer sheet)

Clerk or Salesperson (such as: bookkeeper, secretary, real estate salesperson, department store salesperson, etc.)

Skilled Craftsman (such as: electrician, mechanic, welder, factor foreman, etc.)

Professional (such as: pharmacist, engineer, physician, etc.)

Teacher or Other Educator (such as: counselor, principal, etc.)

Laborer (except farm) (such as: gas station attendant, construction worker, freight, garbage collector, etc.)

Agriculturist (such as: farmer, farm laborer, farm manager, etc.)

Service Worker (such as: policeman, barber, waitress, housekeeper, etc.)

Technician (such as: draftsman, nurse, laboratory technician, etc.)

Semiskilled Worker (such as: truck driver, factory machine operator, etc.)

Manager and/or Administrator (such as: bank officer, buyer, contractor, department head, owner of business, etc.)

a. Employed as _____

b. Not employed

c. Don't know

76. My child's other parent has a present occupation of (refer to descriptions below and write on questionnaire, in space provided, the appropriate category) (Shade a, b or c on answer sheet)

Clerk or Salesperson (such as: bookkeeper, secretary, real estate salesperson, department store salesperson, etc.)

Skilled Craftsman (such as: electrician, mechanic, welder, factor foreman, etc.)

Professional (such as: pharmacist, engineer, physician, etc.)

Teacher or Other Educator (such as: counselor, principal, etc.)

Laborer (except farm) (such as: gas station attendant, construction worker, freight, garbage collector, etc.)

Agriculturist (such as: farmer, farm laborer, farm manager, etc.)

Service Worker (such as: policeman, barber, waitress, housekeeper, etc.)

Technician (such as: draftsman, nurse, laboratory technician, etc.)

Semiskilled Worker (such as: truck driver, factory machine operator, etc.)

Manager and/or Administrator (such as: bank officer, buyer, contractor, department head, owner of business, etc.)

- a. Employed as _____
- b. Not employed
- c. Don't know

77. What type of program is your son or daughter currently enrolled in?
(Shade one)

- a. Traditional (A traditional program is one in which 80% or more of the students in the program are of the same sex as your son or daughter.)
- b. Nontraditional (A nontraditional program is one in which 80% or more of the students in the program are of the opposite sex as your son or daughter.)

NONTRADITIONAL STUDENT QUESTIONNAIRE

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Traditional Vocational Education Program--an area of vocational education instruction which has in the past enrolled only members of one sex.

Examples: The secretarial vocational program has in the past enrolled only females.
The auto mechanics vocational program has in the past enrolled only males.

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Please read carefully and complete the attached questionnaire. You will need to use the NCS answer sheet. Please use only a #2 black lead pencil and complete the circles with heavy black marks. Please put your social security number on Page 2 of this questionnaire and in the Identification Number blocks on the answer sheet.

Thank you for your assistance.

NONTRADITIONAL STUDENT QUESTIONNAIRE

1. Your sex (Shade one)
 - a. Male
 - b. Female
2. The vocational course you are enrolled in (Shade one)
 - a. Agriculture
 - b. Business & Office
 - c. Health Careers
 - d. Home Economics
 - e. Trade & Industry
3. Number of years enrolled in this vocational program (Shade one)
 - a. One
 - b. Two
 - c. Three
 - d. Four
4. What type of program are you currently enrolled in? (Shade one)
 - a. Traditional (A traditional program is one in which 80% or more of the students in the program are of the same sex as yourself.)
 - b. Nontraditional (A nontraditional program is one in which 80% or more of the students in the program are of the opposite sex as yourself.)
5. In your estimation, which of the following figures is closest to your total yearly household income? (Shade one)
 - a. \$5,000 to \$10,000
 - b. \$10,001 to \$15,000
 - c. \$15,001 to \$20,000
 - d. \$20,001 and over
 - e. Don't know
6. My father's present occupation is (refer to descriptions below and write on questionnaire, in space provided, the appropriate category) (Shade a, b or c on answer sheet)

Clerk or Salesperson (such as: bookkeeper, secretary, real estate salesperson, department store salesperson, etc.)

Skilled Craftsman (such as: electrician, mechanic, welder, factory foreman, etc.)

Professional (such as: pharmacist, engineer, physician, etc.)

Teacher or Other Educator (such as: counselor, principal, etc.)

Laborer (except farm) (such as: gas station attendant, construction worker, freight, garbage collector, etc.)

Agriculturist (such as: farmer, farm laborer, farm manager, etc.)

Service Worker (such as: policeman, barber, waitress, housekeeper, etc.)

Technician (such as: draftsman, nurse, laboratory technician, etc.)

Semiskilled Worker (such as: truck driver, factory machine operator, etc.)

Manager and/or Administrator (such as: bank officer, buyer, contractor, department head, owner of business, etc.)

- a. Employed as _____
- b. Not employed
- c. Don't know

7. My mother's present occupation is (refer to descriptions below and write on questionnaire, in space provided, the appropriate category) (Shade a, b or c on answer sheet)

Clerk or Salesperson (such as: bookkeeper, secretary, real estate salesperson, department store salesperson, etc.)

Skilled Craftsman (such as: electrician, mechanic, welder, factory foreman, etc.)

Professional (such as: pharmacist, engineer, physician, etc.)

Teacher or Other Educator (such as: counselor, principal, etc.)

Laborer (except farm) (such as: gas station attendant, construction worker, freight, garbage collector, etc.)

Agriculturist (such as: farmer, farm laborer, farm manager, etc.)

Service Worker (such as: policeman, barber, waitress, housekeeper, etc.)

Technician (such as: draftsman, nurse, laboratory technician, etc.)

Semiskilled Worker (such as: truck driver, factory machine operator, etc.)

Manager and/or Administrator (such as: bank officer, buyer, contractor, department head, owner of business, etc.)

- a. Employed as _____
- b. Not employed
- c. Don't know

8. My father's highest level of education is (Shade one)
 - a. Eighth grade or less
 - b. High school graduate
 - c. Some college
 - d. College graduate
 - e. Don't know
9. My mother's highest level of education is (Shade one)
 - a. Eighth grade or less
 - b. High school graduate
 - c. Some college
 - d. College graduate
 - e. Don't know
10. Does your vocational teacher expect males and females in your vocational class to learn the same skills? (Shade one)
 - a. Yes
 - b. No
11. Does your vocational teacher treat male and female students in your class differently? (Shade one)
 - a. Yes
 - b. No
12. Do you work as hard in this vocational class as you do in your other classes? (Shade one)
 - a. Yes
 - b. No
13. Does it bother you if your textbooks and other learning materials have pictures of only one sex? (Shade one)
 - a. Yes
 - b. No

PLEASE INDICATE THE EXTENT TO WHICH YOU WERE INFLUENCED BY THE PEOPLE BELOW (NOS. 14-24) IN MAKING YOUR DECISION TO ENTER THE VOCATIONAL PROGRAM YOU ARE NOW STUDYING.

- a. No Importance or No Influence
- b. Little Importance or Little Influence
- c. Moderately Important or Moderately Influential
- d. Important or Influential
- e. Very Important or Very Influential

- 14. Your Father/Guardian
- 15. Your Mother/Guardian
- 16. Brother(s)
- 17. Sister(s)
- 18. Your Male Friends
- 19. Your Female Friends
- 20. Your Counselor(s)
- 21. Your Regular Teacher(s)
- 22. Your Vocational Teacher(s)
- 23. Your School Principal
- 24. Yourself
- 25. Do you feel as comfortable in this vocational class as you do in your other classes? (Shade one)
 - a. Yes, I feel as comfortable.
 - b. No, there are too many students of the opposite sex enrolled in the class.
 - c. No, the course content is too difficult.
 - d. No, the teacher treats male and female students differently.
 - e. No, the facilities and/or equipment is designed for the opposite sex.

26. Has your school done anything to make the school and community aware of sex biases? (Shade one)
- a. Yes, Career Day activities promote equal opportunities for both sexes.
 - b. Yes, bulletin boards sometimes reflect individuals in nontraditional roles.
 - c. Yes, the student newspaper has articles that promote awareness about sex biases.
 - d. Yes, co-op opportunities are provided for students in nontraditional jobs.
 - e. No.
27. Did you receive encouragement from your counselor toward entering this vocational class? (Shade one)
- a. Yes
 - b. No
28. Did your counselor inform you of the types of skills and learning activities that occurred in this vocational class before you enrolled? (Shade one)
- a. Yes
 - b. No
29. Do you believe that you will have a skill adequate for getting a job when you complete this course? (Shade one)
- a. Yes
 - b. No
30. Do you believe that your teacher has made you aware of the difficulties that may arise in getting a job in this particular field? (Example: Negative attitudes toward a person of your sex working in this line of work.) (Shade one)
- a. Yes
 - b. No

PARENT OF NONTRADITIONAL STUDENT SURVEY

The Kentucky Department of Education through the Office of Vocational Education is conducting a study to determine what influences exist to encourage students to enroll in vocational education programs (classes) which have in the past typically enrolled only students of one sex. We ask your cooperation in providing information that will reflect the experiences of the students in the school in which your son or daughter is enrolled.

Below you will find some helpful definitions of terms used in the survey.

Sex Bias--behaviors and attitudes resulting from the assumption that one sex is superior to another.

Traditional Vocational Education Program--an area of vocational education instruction which has in the past enrolled only members of one sex.

The secretarial vocational program has in the past enrolled only females.

Examples:

The auto mechanics vocational program has in the past enrolled only males.

All information will be totaled and reported only for the school. Your specific answers will be anonymous and confidential.

Please read carefully and complete the attached questionnaire. You will need to use the NCS answer sheet. Please use only a #2 black lead pencil and complete the circles with heavy black marks. Please put your social security number on Page 2 of this questionnaire and in the Identification Number blocks on the answer sheet.

Thank you for your assistance.

PARENT OF NONTRADITIONAL STUDENT SURVEY

PLEASE INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS (NOS. 1-16). ANSWERS SHOULD REFLECT YOUR OPINION ONLY.

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

A STUDENT WHO ENTERS A VOCATIONAL PROGRAM (CLASS) IN MY SON'S OR DAUGHTER'S SCHOOL MADE UP OF THE MAJORITY OF THE OPPOSITE SEX IS LIKELY TO FIND THAT THE VOCATIONAL TEACHER (INSTRUCTOR) WILL:

1. Welcome any student into their class regardless of whether they are male or female.
2. Give the same assignments to both male and female students.
3. Not separate males and females in to separate groups for class activities or projects.
4. Let only females or only males do all the demonstrations in class.
5. Make comparisons between performance skills of males and females.
6. Encourage only males to choose careers where they can be independent and exercise leadership.
7. Use the same grading procedures for both male and female students.
8. Equally encourage both male and female students to complete their vocational program.
9. Explain the possible problems and barriers that a student may encounter when seeking a job usually held by the opposite sex.
10. Encourage all student to notify them if they are being treated unfairly by classmates of the opposite sex.
11. Make information available on the opportunities and benefits of finding a job in their respective fields.
12. Make fun of them in class.
13. Use textbooks and other materials which show men and women doing the work that is being taught in class.

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

- 14. Provide students with the opportunity to talk about jobs with persons who have jobs in fields usually made up of the opposite sex.
- 15. Try to eliminate sex bias in their classroom.
- 16. Will use words such as police officer instead of policeman to prevent the labeling of jobs as belonging to males or females.

PLEASE INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS (NOS. 17-28).

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

A STUDENT WHO ENTERS A VOCATIONAL PROGRAM (CLASS) IN MY SON'S OR DAUGHTER'S SCHOOL MADE UP OF THE MAJORITY OF THE OPPOSITE SEX IS LIKELY TO FEEL THAT:

- 17. A male student will be considered "sissy" if he enrolls in a course made up of mostly females.
- 18. A female student will be considered a "tomboy" if she enrolls in a course made up mostly of males.
- 19. A student who enters a course which has usually been for the opposite sex does so for socializing rather than learning.
- 20. Some vocational courses are only appropriate for males and others are only appropriate for females.
- 21. A student enrolled in a program that has been traditionally for the opposite sex will be expected to make better grades.
- 22. A student will feel uncomfortable in a program that has been traditionally for the opposite sex.
- 23. A student will not be treated fairly in a class made up mostly of members of the opposite sex.

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

- 24. A student who obtains training in a field usually dominated by the opposite sex will not be able to get a job in that field.
- 25. All vocational programs should be open to all students.
- 26. Female students lack knowledge in math to adequately complete the requirements of a trade and industry program.
- 27. Their school should support the elimination of sex bias.
- 28. Male students lack finger coordination to perform certain skills such as typing.

PLEASE INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS (NOS. 29-40).

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

A STUDENT WHO ENTERS A VOCATIONAL PROGRAM (CLASS) IN MY SON'S OR DAUGHTER'S SCHOOL MADE UP OF THE MAJORITY OF THE OPPOSITE SEX IS LIKELY TO FIND THAT THE VOCATIONAL COUNSELOR WILL:

- 29. Use the same admission policy for all students.
- 30. Counsel male and female students differently.
- 31. Point out sex biases that probably exist in jobs.
- 32. Emphasize the higher salaries and benefits to be obtained in jobs that have been traditionally for men only.
- 33. Make students aware of possible problems that they may encounter when enrolled in a class that has traditionally been for one sex only.
- 34. Encourage all students to complete all vocational requirements.
- 35. Expose students to persons who have jobs in fields usually made up of the opposite sex.

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

- 36. Explore a variety of career options with all students.
- 37. Demonstrate through their actions that vocational counseling is as important for females as it is for males.
- 38. Try to eliminate sex bias in all career counseling.
- 39. Counsel with parents of students who seek training in fields dominated by members of the opposite sex.
- 40. Advise students and parents of career options available to all students in vocational education.

PLEASE INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS (NOS. 41-50).

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

A STUDENT WHO ENTERS A VOCATIONAL PROGRAM (CLASS) IN MY SON'S OR DAUGHTER'S SCHOOL MADE UP OF THE MAJORITY OF THE OPPOSITE SEX IS LIKELY TO FIND THAT THE PRINCIPAL WILL:

- 41. Issue a policy statement of nondiscrimination in all vocational programs.
- 42. Notify students, parents, counselors, teachers, community leaders, and employers of compliance with Title IX.
- 43. Review all school bulletins, admission policies, graduation requirements, etc. for sex bias.
- 44. Not discriminate in the use of equipment or restroom facilities for either sex.
- 45. Publicize through letters or handbooks to parents and students that all vocational courses are open to all students.
- 46. Hold training sessions for all school personnel to eliminate sex bias.

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

- 47. Interpret the need to eliminate sex bias to parents, community leaders, and policy making groups.
- 48. Actively recruit members of the opposite sex into programs which have been traditionally for either males or females.
- 49. Encourage students to complete all vocational program requirements.
- 50. Publicize the employment possibilities in all vocational areas for both males and females.

PLEASE INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS (NOS. 51-60).

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

A STUDENT WHO ENTERS A VOCATIONAL PROGRAM (CLASS) IN MY SON'S OR DAUGHTER'S SCHOOL MADE UP OF THE MAJORITY OF THE OPPOSITE SEX IS LIKELY TO FIND THAT THEIR FAMILY WILL:

- 51. Encourage them to enter whatever vocational area they wish.
- 52. Provide encouragement and support if they enter vocational programs (classes) which have in the past enrolled only males or only females.
- 53. Demonstrate interest and support in vocational programs by personal contacts with the school.
- 54. Discuss potential problems and solutions that may be of help to them.
- 55. Be embarrassed if they enroll in programs that in the past have been chiefly for members of the opposite sex.
- 56. Make fun of them for their interest in enrolling in a class consisting of only males or only females.
- 57. Expect their own career choice to be followed rather than the student's preference of career.

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

- 58. Attempt to change their own sex bias attitudes.
- 59. Strongly oppose their enrollment in a field which has traditionally been only for males or only for females.
- 60. Urge them to complete the vocational program of their choice.

PLEASE INDICATE THE EXTENT TO WHICH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS (NOS. 61-68).

- a. Strongly Disagree
- b. Disagree
- c. Undecided about the Statement
- d. Agree
- e. Strongly Agree

A STUDENT WHO ENTERS A VOCATIONAL PROGRAM (CLASS) IN MY SON'S OR DAUGHTER'S SCHOOL MADE UP OF THE MAJORITY OF THE OPPOSITE SEX IS LIKELY TO FIND THAT THEIR FRIENDS WILL:

- 61. Laugh at them for their interest in enrolling in a class consisting of the opposite sex.
- 62. Discourage them by saying they will not be able to get a job in the field in which they have received training.
- 63. Treat them as an outcast.
- 64. Encourage them to enroll in the vocational field of their choice.
- 65. Discourage them by saying they lack the skills and knowledge to do well in a class usually made up of members of the opposite sex.
- 66. Discourage them from trying something new.
- 67. Tell them it will be easy to find a job in an area usually held by members of the opposite sex.
- 68. Support change to eliminate sex bias.

PLEASE ANSWER THE FOLLOWING QUESTIONS:

69. Your sex (Shade one)
- a. Male
 - b. Female
70. I have a (Shade one)
- a. Son
 - b. Daughter
71. He/She is enrolled in the following program (Shade one)
- a. Agriculture
 - b. Business & Office
 - c. Health Careers
 - d. Home Economics
 - e. Trade & Industry
72. In your estimation, which of the following figures is closest to your total yearly household income? (Shade one)
- a. Less than \$5,000
 - b. \$5,001 to \$10,000
 - c. \$10,001 to \$15,000
 - d. \$15,001 to \$20,000
 - e. \$20,001 and over
73. My highest level of education is (Shade one)
- a. Eighth grade or less
 - b. Some high school
 - c. High school graduate
 - d. Some college
 - e. College graduate
74. My child's other parent has achieved a level of education that is (Shade one)
- a. Eighth grade or less
 - b. Some high school
 - c. High school graduate
 - d. Some college
 - e. College graduate
75. My present occupation is (refer to descriptions below and write on questionnaire, in space provided, the appropriate category) (Shade a, b or c on answer sheet)

Clerk or Salesperson (such as: bookkeeper, secretary, real estate salesperson, department store salesperson, etc.)

Skilled Craftsman (such as: electrician, mechanic, welder, factor foreman, etc.)

Professional (such as: pharmacist, engineer, physician, etc.)

Teacher or Other Educator (such as: counselor, principal, etc.)

Laborer (except farm) (such as: gas station attendant, construction worker, freight, garbage collector, etc.)

Agriculturist (such as: farmer, farm laborer, farm manager, etc.)

Service Worker (such as: policeman, barber, waitress, housekeeper, etc.)

Technician (such as: draftsman, nurse, laboratory technician, etc.)

Semiskilled Worker (such as: truck driver, factory machine operator, etc.)

Manager and/or Administrator (such as: bank officer, buyer, contractor, department head, owner of business, etc.)

- a. Employed as _____
- b. Not employed
- c. Don't know

76. My child's other parent has a present occupation of (refer to descriptions below and write on questionnaire, in space provided, the appropriate category) (Shade a, b or c on answer sheet)

Clerk or Salesperson (such as: bookkeeper, secretary, real estate salesperson, department store salesperson, etc.)

Skilled Craftsman (such as: electrician, mechanic, welder, factor foreman, etc.)

Professional (such as: pharmacist, engineer, physician, etc.)

Teacher or Other Educator (such as: counselor, principal, etc.)

Laborer (except farm) (such as: gas station attendant, construction worker, freight, garbage collector, etc.)

Agriculturist (such as: farmer, farm laborer, farm manager, etc.)

Service Worker (such as: policeman, barber, waitress, housekeeper, etc.)

Technician (such as: draftsman, nurse, laboratory technician, etc.)

Semiskilled Worker (such as: truck driver, factory machine operator, etc.)

Manager and/or Administrator (such as: bank officer, buyer, contractor, department head, owner of business, etc.)

- a. Employed as _____
- b. Not employed
- c. Don't know

77. What type of program is your son or daughter currently enrolled in?
(Shade one)

- a. Traditional (A traditional program is one in which 80% or more of the students in the program are of the same sex as your son or daughter.)
- b. Nontraditional (A nontraditional program is one in which 80% or more of the students in the program are of the opposite sex as your son or daughter.)

APPENDIX B

AIR Survey Responses

ADMINISTRATORS SURVEY 1

13:16 FRIDAY, OCTOBER 21, 19

ADMINISTRATORS SURVEY 1 (FREQUENCIES - QUESTIONS 1 THRU 79)

QUES1	WOMEN SEEK CAR TRAD MAL LESS RESP BY MEN	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE STRONG		6	6	33.333	33.333
DISAGREE SOME		5	11	27.778	61.111
AGREE SOMEWHAT		6	17	33.333	94.444
AGREE STRONGLY		1	18	5.556	100.000

QUES2	MEN SEEK CAR TRAD FEM LESS RESP BY WOMEN	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE STRONG		4	4	22.222	22.222
DISAGREE SOME		7	11	38.889	61.111
AGREE SOMEWHAT		6	17	33.333	94.444
AGREE STRONGLY		1	18	5.556	100.000

QUES3	FEM SEEK CAR TRAD MALE LESS SUCC LIVES	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE STRONG		7	7	38.889	38.889
DISAGREE SOME		10	17	55.556	94.444
AGREE STRONGLY		1	18	5.556	100.000

QUES4	MALES SEEK CAR TRAD FEM LESS SUCC LIVES	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE STRONG		6	6	33.333	33.333
DISAGREE SOME		10	16	55.556	88.889
AGREE SOMEWHAT		2	18	11.111	100.000

QUES5	WOMEN AND MEN NATURALLY SUITED CIP JOBS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE STRONG		4	4	22.222	22.222
DISAGREE SOME		4	8	22.222	44.444
AGREE SOMEWHAT		9	17	50.000	94.444
AGREE STRONGLY		1	18	5.556	100.000

QUES6	WOMEN AND MEN EQUAL OPPORT TRNG GOOD JOBS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE STRONG		1	1	5.556	5.556
AGREE SOMEWHAT		1	2	5.556	11.111
AGREE STRONGLY	5	14	16	77.778	88.889
		2	18	11.111	100.000

ADMINISTRATORS SURVEY1

13:16 FRIDAY, OCTOBER 21, 1

ADMINISTRATORS SURVEY1 (FREQUENCIES - QUESTIONS 1 THRU 79)

QUES7	NOTH WRG ENCCUR WOMEN TRN	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE STRONG	2	2	11.111	11.111	
AGREE SOMEWHAT	2	4	11.111	22.222	
AGREE STRONGLY	5	12	66.667	88.889	
		2	18	11.111	100.000

QUES8	NOTH WRG ENCCUR MEN TRAIN	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE STRONG	2	2	11.111	11.111	
AGREE SOMEWHAT	5	7	27.778	38.889	
AGREE STRONGLY	5	9	50.000	88.889	
		2	18	11.111	100.000

QUES9	FEM MALE PROG MORE MOTIV THAN FEM IN FEM	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE STRONG	3	3	16.667	16.667	
DISAGREE SCME	1	4	5.556	22.222	
AGREE SOMEWHAT	9	13	50.000	72.222	
AGREE STRONGLY	5	4	22.222	94.444	
		1	18	5.556	100.000

QUES10	MALES FEM PROG LESS MOTIV THAN MAL IN F	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE STRONG	0	0	33.333	33.333	
DISAGREE SCME	0	12	33.333	66.667	
AGREE SOMEWHAT	5	17	27.778	94.444	
AGREE STRONGLY	1	18	5.556	100.000	

QUES11	FEM VOC STU PREFER CLASSES MOST FEMALE	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
ALWAYS TRUE	1	1	5.556	5.556	
TENDS TO BE TRUE	13	14	72.222	77.778	
TENDS TO BE FALS	3	17	16.667	94.444	
USUALLY FALSE	1	18	5.556	100.000	

QUES12	MALE VOC STU PREFER CLASSES MOSTLY MALE	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
ALWAYS TRUE	1	1	5.556	5.556	
TENDS TO BE TRUE	14	15	77.778	83.333	
TENDS TO BE FALS	2	17	11.111	94.444	
USUALLY FALSE	1	18	5.556	100.000	

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ADMINISTRATORS SURVEY1

13:16 FRIDAY, OCTOBER 21,

ADMINISTRATORS SURVEY1 (FREQUENCIES - QUESTIONS 1 THRU 79)

QUES13	EMPLOY NOT HIRE WOMEN IN JOBS TRAD MEN			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
TENDS TO BE TRUE	10	10	55.556	55.556
TENDS TO BE FALSE	6	16	33.333	88.889
USUALLY FALSE	2	18	11.111	100.000

QUES14	EMPLOY NOT HIRE MEN IN JOBS TRAD WOMEN			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
TENDS TO BE TRUE	9	9	50.000	50.000
TENDS TO BE FALSE	7	16	38.889	88.889
USUALLY FALSE	2	18	11.111	100.000

QUES15	SAL MEN AND WOM DO SAME JOB COMPAR			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
WOM LITTLE LESS	6	6	33.333	33.333
BOTH EARN SAME	12	18	66.667	100.000

QUES16	SAL JOB FILL MEN COMPAR SAL JOB FILL W			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
MEN HIGHER	6	6	33.333	33.333
WOMEN HIGHER	1	7	5.556	38.889
ABOUT THE SAME	9	16	50.000	88.889
VARY GREATLY	2	18	11.111	100.000

QUES17	HOW IMPORT FOR WOM PREP WORK OUT HOME			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
RATHER IMPORTANT	4	4	22.222	22.222
VERY IMPORTANT	13	17	72.222	94.444
	1	18	5.556	100.000

QUES18	THINK MORE IMPORT FOR MEN PREP WORK OUT			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DEFINITELY	7	7	38.889	38.889
PROBABLY	4	11	22.222	61.111
PROBABLY NOT	2	13	11.111	72.222
DEFINITELY NOT	5	18	27.778	100.000

ADMINISTRATORS SURVEY I

13:16 FRIDAY, OCTOBER 21, 196

ADMINISTRATORS SURVEY I (FREQUENCIES - QUESTIONS 1 THRU 79)

QUES19	THINK SEX DISCRIM PROBLEM			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
NOT A PROBLEM	3	3	16.667	16.667
NOT SURE	5	8	27.778	44.444
NOT BIG PROBLEM	9	17	50.000	77.778
BIG PROBLEM	1	18	5.556	100.000

QUES20	THINK MEN AND WOM EQUAL ACCESS TO OCCUP			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
NO	2	2	11.111	11.111
YES, SOME EXCEPT.	9	11	50.000	61.111
YES, NO EXCEPT.	7	18	38.889	100.000

QUES21	HOW IMPOR VOC ADMIN CLD BE FEM CAR CHOIC			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
VERY IMPORTANT	8	8	44.444	44.444
MCD. IMPORTANT	7	15	38.889	83.333
UNIMPORTANT	3	18	16.667	100.000

QUES22	HOW IMPOR VOC ADMIN CLD BE MAL CAR CHOIC			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
VERY IMPORTANT	9	9	50.000	50.000
MCD. IMPORTANT	7	16	38.889	88.889
UNIMPORTANT	2	18	11.111	100.000

QUES23	HOW IMPOR VOC ADMIN ARE FEM CAR CHOICE			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
VERY IMPORTANT	1	1	17.647	17.647
MCD. IMPORTANT	3	4	47.059	64.706
UNIMPORTANT	4	8	23.529	88.235
DO NOT KNOW	2	10	11.765	100.000

QUES24	HOW IMPOR VOC ADMIN ARE MAL CAR CHOICE			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
VERY IMPORTANT	3	3	16.667	16.667
MCD. IMPORTANT	3	6	44.444	61.111
UNIMPORTANT	5	11	27.778	88.889
DO NOT KNOW	2	13	11.111	100.000

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ADMINISTRATORS SURVEY1 (FREQUENCIES - QUESTIONS 1 THRU 79)

QUES25	HOW IMPOR VOC	ADMIN CLD BE FEM ATTI SEXI
	FREQUENCY	CUM FREQ PERCENT CUM PERCENT
VERY IMPORTANT	8	8 44.444 44.444
MOD. IMPORTANT	9	17 50.000 94.444
UNIMPORTANT	1	18 5.556 100.000

QUES26	HOW IMPOR VOC	ADMIN CLD BE MAL ATTI SEXI
	FREQUENCY	CUM FREQ PERCENT CUM PERCENT
VERY IMPORTANT	7	7 38.889 38.889
MOD. IMPORTANT	10	17 55.556 94.444
UNIMPORTANT	1	18 5.556 100.000

QUES27	HOW IMPOR VOC	ADMIN ARE FEM ATTI SEX INC
	FREQUENCY	CUM FREQ PERCENT CUM PERCENT
VERY IMPORTANT	3	3 16.667 16.667
MOD. IMPORTANT	9	12 50.000 66.667
UNIMPORTANT	4	16 22.222 88.889
DO NOT KNOW	2	18 11.111 100.000

QUES28	HOW IMPOR VOC	ADMIN ARE MAL ATTI SEX INC
	FREQUENCY	CUM FREQ PERCENT CUM PERCENT
VERY IMPORTANT	4	4 22.222 22.222
MOD. IMPORTANT	8	12 44.444 66.667
UNIMPORTANT	4	16 22.222 88.889
DO NOT KNOW	2	18 11.111 100.000

QUES29	RULES DENY ADMIS TO PRGG ON SEX
	FREQUENCY CUM FREQ PERCENT CUM PERCENT
COMMONLY (GT 50%)	1 1 5.556 5.556
RARELY-IF AT ALL	17 18 94.444 100.000

QUES30	QUOTA LIMIT NUMBER ADMIT TO PRGG
	FREQUENCY CUM FREQ PERCENT CUM PERCENT
RARELY-IF AT ALL	18 18 100.000 100.000

QUES31	UNWRIT UNDERST PRGG MALE CTR CLDR FEM
	FREQUENCY CUM FREQ PERCENT CUM PERCENT
SOME (LT 50%)	2 2 11.111 11.111
RARELY-IF AT ALL	16 18 88.889 100.000

ADMINISTRATORS SURVEY I

13:16 FRIDAY, OCTOBER 21, 1966

ADMINISTRATORS SURVEY I (FREQUENCIES - QUESTIONS 1 THRU 79)

QUES32	TEND CCURS FREQUENCY	SUB TRAD CPT CUM FREQ	TO STL LNCED PERCENT	CUM PERCENT
COMMONLY (GT 50%)	2	2	11.111	11.111
SOME (LT 50%)	2	4	11.111	22.222
RARELY-IF AT ALL	13	17	72.222	94.444
DO NOT KNOW	1	18	5.556	100.000

QUES33	TEND CCURS FREQUENCY	DISCOUR STL CUM FREQ	FR NONTRAD PRG PERCENT	CUM PERCENT
COMMONLY (GT 50%)	1	1	5.556	5.556
SOME (LT 50%)	3	4	16.667	22.222
RARELY-IF AT ALL	14	18	77.778	100.000

QUES34	RELUC BY TEACH FREQUENCY	HAVE NONTRAD STL CUM FREQ	CUR PERCENT	CUM PERCENT
SOME (LT 50%)	3	3	16.667	16.667
RARELY-IF AT ALL	14	17	77.778	94.444
DO NOT KNOW	1	18	5.556	100.000

QUES35	TEND TAKE SEX FREQUENCY	OF STL IN CONSID CUM FREQ	TYPE CUCP PERCENT	CUM PERCENT
COMMONLY (GT 50%)	1	1	5.556	5.556
SOME (LT 50%)	3	4	16.667	22.222
RARELY-IF AT ALL	14	18	77.778	100.000

QUES36	YOU ATTEND PRG FREQUENCY	MAKE AWAKE PRG CUM FREQ	SEA DISC PERCENT	CUM PERCENT
YES	8	8	77.444	77.444
NO	10	18	55.556	100.000

QUES37	WHC CONDUCTED FREQUENCY	ACTIVITIES CUM FREQ	PERCENT	CUM PERCENT
STATE VOC ELLC	3	3	27.778	27.778
LOCAL ED AG/CCL	3	6	16.667	44.444
OTHER	1	7	5.556	50.000
NOT APPLICABLE	9	16	50.000	100.000

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ADMINISTRATORS SURVEY I

13:16 FRIDAY, OCTOBER 21, 1986

ADMINISTRATORS SURVEY I (FREQUENCIES - QUESTIONS 1 THRU 79)

QUES38	HOW EFFECTIVE WERE THEY			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
VERY INEFFECTIVE	1	1	5.556	5.556
CAN NOT SAY	2	3	11.111	16.667
SOME EFFECTIVE	3	6	16.667	33.333
VERY EFFECTIVE	3	9	16.667	50.000
NOT APPLICABLE	3	12	50.000	100.000

QUES39	YOU ATTEND PRG TO ALERT SEX-FAIR MATER			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
YES	9	9	50.000	50.000
NO	9	18	50.000	100.000

QUES40	WHO CONDUCTED ACTIVITIES			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STATE VOC EDUC	5	5	27.778	27.778
LOCAL ED AG/CCL	3	8	16.667	44.444
SCHOOL	1	9	5.556	50.000
OTHER	1	10	5.556	55.556
NOT APPLICABLE	3	13	44.444	100.000

QUES41	HOW EFFECTIVE WERE THEY			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
VERY INEFFECTIVE	2	2	11.111	11.111
CAN NOT SAY	1	3	5.556	16.667
SOME EFFECTIVE	7	10	38.889	55.556
VERY EFFECTIVE	1	11	5.556	61.111
NOT APPLICABLE	7	18	38.889	100.000

QUES42	DEVEL PRG MAKE STD AWARE OF SEX INEQ			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
NO PLANS FOR IT	4	4	22.222	22.222
WILL DO IT	3	7	16.667	38.889
INFORMAL IMPLM	3	10	44.444	63.333
FORMAL IMPLM	2	12	11.111	74.444
FULLY IMPLM	1	13	5.556	100.000

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ADMINISTRATORS SURVEY1

13:16 FRIDAY, OCTOBER 21, 1961

ADMINISTRATORS SURVEY1 (FREQUENCIES - QUESTIONS 1 THRU 79)

QUES43	CONDUCT PROG FOR STU ENCCUR NONTRAD PROG			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
NO PLANS FOR IT	1	1	5.556	5.556
WILL DO IT	4	5	22.222	27.778
INFORMAL IMPLEM	8	13	44.444	72.222
FORMAL IMPLEM	3	16	16.667	88.889
FULLY IMPLEM	2	18	11.111	100.000

QUES44	CONDUCT SPEC PROG FOR STU NONTRAD AREAS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
NO PLANS FOR IT	6	6	33.333	33.333
WILL DO IT	4	10	22.222	55.556
INFORMAL IMPLEM	7	17	38.889	94.444
FORMAL IMPLEM	1	18	5.556	100.000

QUES45	ARRANGE SPEC GUID FOR NONTRAD STU			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
NO PLANS FOR IT	5	5	27.778	27.778
WILL DO IT	4	9	22.222	50.000
INFORMAL IMPLEM	7	16	38.889	88.889
FULLY IMPLEM	2	18	11.111	100.000

QUES46	PROVIDE DAY CARE TO CHILD VOC. STU			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
NO PLANS FOR IT	15	15	83.333	83.333
WILL DO IT	1	16	5.556	88.889
INFORMAL IMPLEM	2	18	11.111	100.000

QUES47	FEM REPRE SCHOOL ADVISORY COUNCIL			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
NO PLANS FOR IT	2	2	11.111	11.111
WILL DO IT	5	7	27.778	38.889
INFORMAL IMPLEM	5	12	27.778	66.667
FULLY IMPLEM	6	18	33.333	100.000

QUES48	MALE REPR SCHOOL ADVISORY COUNCIL			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
NO PLANS FOR IT	2	2	11.111	11.111
WILL DO IT	5	7	27.778	38.889
INFORMAL IMPLEM	5	12	27.778	66.667
FULLY IMPLEM	6	18	33.333	100.000

ADMINISTRATORS SURVEY1 (FREQUENCIES - QUESTIONS 1 THRU 79)

QUES49	CONDUCT PROG FOR EMPLOY PROB SEX INEC			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
NO PLANS FOR IT	9	9	50.000	50.000
WILL DO IT	3	12	16.667	66.667
INFORMAL IMPLM	4	16	22.222	88.889
FORMAL IMPLM	1	17	5.556	94.444
FULLY IMPLM	1	18	5.556	100.000

QUES50	TAUGHT CLASSES INCLUDING NONTRAD STU			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
YES	7	7	38.889	38.889
NO	11	18	61.111	100.000

QUES51	COUNSELED INFORMALLY STU IN NONTRAD PRG			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
YES	14	14	77.778	77.778
NO	4	18	22.222	100.000

QUES52	COUNSELED FORMALLY STU IN NONTRAD PRG			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
YES	13	13	72.222	72.222
NO	5	18	27.778	100.000

QUES53	PROVIDE SUPPORT SERVICES FOR NONTRAD STU			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
YES	8	8	44.444	44.444
NO	10	18	55.556	100.000

QUES54	WORK IN PRG TO ENCOUR ENROLL NONTRAD STU			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
YES	10	10	55.556	55.556
NO	8	18	44.444	100.000

QUES55	TAUGHT CLASSES INCLUDING NONTRAD STAFF			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
YES	5	5	27.778	27.778
NO	13	18	72.222	100.000

ADMINISTRATORS SURVEY I

13:16 FRIDAY, OCTOBER 21, 1984

ADMINISTRATORS SURVEY I (FREQUENCIES - QUESTIONS 1 THRU 79)

PROVIDED IN-SERVICE INCLUD NONTRAD STAFF					
QUES56	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
YES	7	7	38.889	38.889	
NO	11	18	61.111	100.000	

COUNSELED NONTRAD STAFF INFORMALLY					
QUES57	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
YES	7	7	38.889	38.889	
NO	11	18	61.111	100.000	

COUNSELED NONTRAD STAFF FORMALLY					
QUES58	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
YES	7	7	38.889	38.889	
NO	11	18	61.111	100.000	

PROV SPEC SERV (DAY CARE) TO NONTRAD STA					
QUES59	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
YES	1	1	5.556	5.556	
NO	17	18	94.444	100.000	

WORKED IN PGM TO ENCLUR NONTRAD STAFF					
QUES60	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
YES	4	4	22.222	22.222	
NO	14	18	77.778	100.000	

RELUCT BY TEACH HAVE MALE TRAD FEM CCLK					
QUES61	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
COMMONLY (GT 50%)	1	1	5.556	5.556	
SOME (LT 50%)	2	3	11.111	16.667	
RARELY-IF AT ALL	15	18	83.333	100.000	

RELUCT BY TEACH HAVE FEM TRAD MALE CCLK					
QUES62	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
SOME (LT 50%)	2	2	11.111	11.111	
RARELY-IF AT ALL	16	18	88.889	100.000	

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ADMINISTRATORS SURVEY1

13:16 FRIDAY, OCTOBER 21, 1966

ADMINISTRATORS SURVEY1 (FREQUENCIES - QUESTIONS 1 THRU 79)

QUES63	TEACH CONSID MALE IN FEM	LESS SERIOUS
	FREQUENCY CUM FREQ	PERCENT CUM PERCENT
COMMONLY (GT 50%)	1 1	5.556 5.556
SOME (LT 50%)	5 6	27.778 33.333
RARELY-IF AT ALL	12 18	60.000 100.000

QUES64	TEACH CONSID FEM IN MALE	LESS SERIOUS
	FREQUENCY CUM FREQ	PERCENT CUM PERCENT
COMMONLY (GT 50%)	1 1	5.556 5.556
SOME (LT 50%)	3 4	16.667 22.222
RARELY-IF AT ALL	14 18	77.778 100.000

QUES65	GIVE DESIR COOP TO FEM IN FEM FIELDS	
	FREQUENCY CUM FREQ	PERCENT CUM PERCENT
COMMONLY (GT 50%)	2 2	11.111 11.111
SOME (LT 50%)	2 4	11.111 22.222
RARELY-IF AT ALL	13 17	72.222 94.444
DO NOT KNOW	1 18	5.556 100.000

QUES66	GIVE DESIR COOP TO MALES IN FEM FIELDS	
	FREQUENCY CUM FREQ	PERCENT CUM PERCENT
COMMONLY (GT 50%)	1 1	5.556 5.556
SOME (LT 50%)	2 3	11.111 16.667
RARELY-IF AT ALL	14 17	77.778 94.444
DO NOT KNOW	1 18	5.556 100.000

QUES67	GIVE DESIR COOP TO MALE IN MALE FIELDS	
	FREQUENCY CUM FREQ	PERCENT CUM PERCENT
COMMONLY (GT 50%)	2 2	11.111 11.111
SOME (LT 50%)	1 3	5.556 16.667
RARELY-IF AT ALL	14 17	77.778 94.444
DO NOT KNOW	1 18	5.556 100.000

QUES68	GIVE DESIR COOP TO FEM IN MALE FIELDS	
	FREQUENCY CUM FREQ	PERCENT CUM PERCENT
COMMONLY (GT 50%)	1 1	5.556 5.556
SOME (LT 50%)	2 3	11.111 16.667
RARELY-IF AT ALL	14 17	77.778 94.444
DO NOT KNOW	1 18	5.556 100.000

ADMINISTRATORS SURVEY1

13:16 FRIDAY, OCTOBER 21, 196

ADMINISTRATORS SURVEY1 (FREQUENCIES - QUESTIONS 1 THRU 79)

GIVE PLACE PREF TO MALE IN MALE FIELDS				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
QUES69				
COMMONLY(GT 50%)	1	1	5.556	5.556
SOME (LT 50%)	4	5	22.222	27.778
RARELY-IF AT ALL	13	18	72.222	100.000

GIVE PLACE PREF TO FEM IN MALE FIELDS				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
QUES70				
SOME (LT 50%)	4	4	22.222	22.222
RARELY-IF AT ALL	14	18	77.778	100.000

GIVE PLACE PREF TO FEM IN FEM FIELDS				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
QUES71				
COMMONLY(GT 50%)	2	2	11.111	11.111
SOME (LT 50%)	3	5	16.667	27.778
RARELY-IF AT ALL	13	18	72.222	100.000

GIVE PLACE PREF TO MALE IN FEM FIELDS				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
QUES72				
SOME (LT 50%)	4	4	22.222	22.222
RARELY-IF AT ALL	14	18	77.778	100.000

EVAL SHD USED TO REVIEW SEX-FAIR OF BOOK				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
QUES73				
ALL MATERIALS	1	1	5.556	5.556
SOME MATERIALS	10	11	55.556	61.111
EVAL METHOD USED	1	12	5.556	66.667
NO EVAL DONE	0	18	33.333	100.000

TEACH HAVE GLIDE CONCERN SEX-FAIR MATER				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
QUES74				
TRUE	8	8	44.444	44.444
SOME	3	11	16.667	61.111
AVAIL IN GEN LCC	3	14	16.667	77.778
NONE AVAILABLE	4	18	22.222	100.000

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ADMINISTRATORS SURVEY1 (FREQUENCIES - QUESTIONS 1 THRU 79)

QUEST75	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
WATER DISPLAY TO STU				
YES, BOTH	11	11	61.111	61.111
YES, DISPLAY ONLY	1	12	5.556	66.667
YES, AVAIL ONLY	2	14	11.111	77.778
NCT AVAILABLE	4	18	22.222	100.000

QUEST76	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
ARE CURRICU GUIDE FOR ALL PROG SEX FAIR				
ENTIRELY	11	11	61.111	61.111
MUSTLY	7	18	38.889	100.000

QUEST77	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
ARE REAGG ON SEX STEREC AVAIL				
AVAIL/ACCESS	10	10	55.556	55.556
AVAIL/NO ACCESS	2	12	11.111	66.667
AVAIL TO SCME	2	14	11.111	77.778
NCT AVAILABLE	4	18	22.222	100.000

QUEST78	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
SCH NEWSPAP INCLUDE ARTICLES ON NCNTRAD				
SOMETIMES	13	13	72.222	72.222
NEVER	1	14	5.556	77.778
NO NEWSPAPER	4	18	22.222	100.000

QUEST79	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
AVAIL EXPR ACTIV IN NCNTRAD SET FOR STU				
TRUE, MUST STUOS	6	6	33.333	33.333
TRUE, SOME STUOS	6	12	33.333	66.667
UNTRUE, NO EFFORT	2	14	11.111	77.778
UNTRUE, NO INTERP	4	18	22.222	100.000

ADMINISTRATORS SURVEY I

13:16 FRIDAY, OCTOBER 21, 19

ADMINISTRATORS SURVEY I (MEANS - QUESTION 1 THRU 79)

VARIABLE	LABEL	N	N MISSING	MEAN	STANDARD DEVIATION
QUES1	WOMEN SEEK CAR TRAD MAL LESS RESP BY MEN	18	0	2.1111	0.96
QUES2	MEN SEEK CAR TRAD FEM LESS RESP BY WOMEN	18	0	2.2222	0.87
QUES3	FEM SEEK CAR TRAD MALE LESS SUCC LIVES	18	0	1.7222	0.75
QUES4	MALES SEEK CAR TRAD FEM LESS SUCC LIVES	18	0	1.7778	0.64
QUES5	WOMEN AND MEN NATURALLY SUITED C/F JOBS	18	0	2.3889	0.91
QUES6	WOMEN AND MEN EQUAL OPPOR TRNG GOOD JOBS	18	0	3.8889	0.83
QUES7	NOTH WRG ENCOUR WOMEN TRN TRAD MAL OCCUP	18	0	3.6667	1.00
QUES8	NOTH WRG ENCOUR MEN TRIN TRAD FEM JOBS	18	0	3.5000	1.09
QUES9	FEM MALE PROG MORE MOTIV THAN FEM IN FEM	18	0	2.9444	1.11
QUES10	MALES FEM PROG LESS MOTIV THAN MAL IN M	18	0	2.0556	0.95
QUES11	FEM VOC STU PREFER CLASSES MOST FEMALE	18	0	2.2222	0.64
QUES12	MALE VOC STU PREFER CLASSES MOSTLY MALE	18	0	2.1667	0.61
QUES13	EMPLOY NOT HIRE WOMEN IN JOBS TRAD MEN	18	0	2.5556	0.70
QUES14	EMPLOY NOT HIRE MEN IN JOBS TRAD WOMEN	18	0	2.6111	0.69
QUES15	SAL MEN AND WOM DO SAME JOB COMPAR	18	0	2.6667	0.46
QUES16	SAL JOB FILL MEN COMPAR SAL JOB FILL WO	18	0	2.3889	1.09
QUES17	HOW IMPOR FOR WOM PREP WORK OUT HOME	18	0	3.8333	0.95
QUES18	THINK MORE IMPOR FOR MEN PREP WORK OUT	18	0	2.2778	1.22
QUES19	THINK SEX DISCRIM PROBLEM	18	0	2.4444	0.66
QUES20	THINK MEN AND WOM EQUAL ACCESS TO OCCUP	18	0	2.2778	0.66
QUES21	HOW IMPOR VOC ADMIN CLC BE FEM CAR CHOICE	18	0	1.7222	0.75
QUES22	HOW IMPOR VOC ADMIN CLC BE MAL CAR CHOICE	18	0	1.6111	0.69
QUES23	HOW IMPOR VOC ADMIN ARE FEM CAR CHOICE	17	1	2.2941	0.95
QUES24	HOW IMPOR VOC ADMIN ARE MAL CAR CHOICE	18	0	2.3333	0.90
QUES25	HOW IMPOR VOC ADMIN CLC BE FEM ATTI SEXI	18	0	1.6111	0.60
QUES26	HOW IMPOR VOC ADMIN CLC BE MAL ATTI SEXI	18	0	1.6667	0.69
QUES27	HOW IMPOR VOC ADMIN ARE FEM ATTI SEX INC	18	0	2.2778	0.69
QUES28	HOW IMPOR VOC ADMIN ARE MAL ATTI SEX INC	18	0	2.2222	0.94
QUES29	RULES DENY ADMIS TO PROG ON SEX	18	0	3.8889	0.47
QUES30	QUOTA LIMIT NUMBER ADMIT TO PROG	18	0	4.0000	0.00
QUES31	UNWRIT UNDERST PROG MALE CTH COOK FEM	18	0	3.8889	0.75
QUES32	TEND COUNS SUG TRAD OPT TO STU UNDEC	18	0	3.7222	0.75
QUES33	TEND COUNS DISCOUR STU FR NONTRAD PROG	18	0	3.7222	0.97
QUES34	RELUC BY TEACH HAVE NONTRAD STU COUR	18	0	3.8889	0.47
QUES35	TEND TAKE SEX OF STU IN CONSID TYPE CCUP	18	0	3.7222	0.97
QUES36	YOU ATTEND PROG MAKE AWARE PROG SEX DISC	18	0	1.5556	0.91
QUES37	WHO CONDUCTED ACTIVITIES	18	0	3.3333	1.04
QUES38	HOW EFFECTIVE WERE THEY	18	0	3.9444	1.00
QUES39	YOU ATTEND PROG TO ALERT SEX-FAIR MATER	18	0	1.5000	0.94
QUES40	WHO CONDUCTED ACTIVITIES	18	0	3.2222	1.00
QUES41	HOW EFFECTIVE WERE THEY	18	0	3.5556	1.00
QUES42	DEVEL PROG MAKE STU AWARE OF SEX INEQ	18	0	2.6111	1.14
QUES43	CONDUCT PROG FOR STU ENCOUR NONTRAD PROG	18	0	3.0556	1.00
QUES44	CONDUCT SPEC PROG FOR STU NONTRAD AREAS	18	0	2.1667	0.90
QUES45	ARRANGE SPEC GUID FOR NONTRAD STU	18	0	2.4444	1.24
QUES46	PROVIDE DAY CARE TO CHILD VOC. STL	18	0	1.2778	0.66
QUES47	FEM REPR SCHOOL ADVISORY COUNCIL	18	0	3.1667	1.40
QUES48	MALE REPR SCHOOL ADVISORY COUNCIL	18	0	3.1667	1.40
QUES49	CONDUCT PROG FOR EMPLOY PROE SEX INEQ	18	0	2.0000	1.20
QUES50	TAUGHT CLASSES INCLUDING NONTRAD STU	18	0	1.6111	0.50
QUES51	COUNSELED INFORMALLY STU IN NONTRAD PROG	18	0	1.2222	0.40
QUES52	COUNSELED FORMALLY STU IN NONTRAD PROG	18	0	1.2778	0.40
QUES53	PROVIDE SUPPRT SERVICES FOR NONTRAD STU	18	0	1.5556	0.50

ADMINISTRATORS SURVEY1 (MEANS - QUESTION 1 THRU 79)

VARIABLE	LABEL	N	N MISSING	MEAN	STANDARD DEVIATION
JUES54	WORK INNPGM TO ENCOUR ENROLL NONTRAD STU	18	0	1.4444	C.5111
JUES55	TAUGHT CLASSES INCLUDING NONTRAD STAFF	18	0	1.7222	C.4600
JUES56	PROVIDED IN-SERVICE INCLUD NONTRAD STAFF	18	0	1.6111	C.5010
JUES57	COUNSELED NONTRAD STAFF INFORMALLY	18	0	1.6111	C.5010
JUES58	COUNSELED NONTRAD STAFF FORMALLY	18	0	1.6111	C.5010
JUES59	PROV SPEC SERV (DAY CARE) TO NONTRAD STA	18	0	1.9444	C.2357
JUES60	WORKED IN PGM TO ENCOUR NONTRAD STAFF	18	0	1.7778	C.4278
JUES61	RELUCT BY TEACH HAVE MALE TRAD FEM COUR	18	0	3.7778	C.5485
JUES62	RELUCT BY TEACH HAVE FEM TRAD MALE COUR	18	0	3.8889	C.3237
JUES63	TEACH CONSID MALE IN FEM LESS SERIOUS	18	0	3.6111	C.6077
JUES64	TEACH CONSID FEM IN MALE LESS SERIOUS	18	0	3.7222	C.5745
JUES65	GIVE DESIR COOP TO FEM IN FEM FIELDS	18	0	3.7222	C.7519
JUES66	GIVE DESIR COOP TO MALES IN FEM FIELDS	18	0	3.8333	C.6183
JUES67	GIVE DESIR COOP TO MALE IN MALE FIELDS	18	0	3.7778	C.7321
JUES68	GIVE DESIR COOP TO FEM IN MALE FIELDS	18	0	3.8333	C.6183
JUES69	GIVE PLACE PREF TO MALE IN MALE FIELDS	18	0	3.8889	C.5541
JUES70	GIVE PLACE PREF TO FEM IN MALE FIELDS	18	0	3.7778	C.4278
JUES71	GIVE PLACE PREF TO FEM IN FEM FIELDS	18	0	3.6111	C.6572
JUES72	GIVE PLACE PREF TO MALE IN FEM FIELDS	18	0	3.7778	C.4278
JUES73	EVAL SHD USED TO REVIEW SEX-FAIR CF EDUC	18	0	2.8889	1.0290
JUES74	TEACH HAVE GUIDE CONCERN SEX-FAIR MATER	18	0	2.1667	1.2465
JUES75	MATER DISPLAY TO STU	18	0	1.9444	1.3051
JUES76	ARE CURRICU GUIDE FOR ALL PROG SEX FAIR	18	0	1.3889	C.5010
JUES77	ARE READG ON SEX STEREO AVAIL	18	0	2.0000	1.2633
JUES78	SCH NEWSPAP INCLUDE ARTICLES ON NONTRAD	18	0	2.5000	C.6572
JUES79	AVAIL EXPR ACTIV IN NONTRAD SET FOR STU	18	0	2.2222	1.1667

COUNSELORS SURVEY1

14:17 FRIDAY, OCTOBER 21, 1988

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COUNSELORS SURVEY1 (FREQUENCIES - QUESTION 1 THRU 95)

QUES1	WOMEN CHOOSE NONTRAD CAR LESS RESPEC MEN			
	FREQUENCY	CUM FREQ	PERCENT	CLM PERCENT
DISAGREE STRONGLY	4	4	22.222	22.222
DISAGREE SOMEWHAT	6	10	33.333	55.556
AGREE SOMEWHAT	6	16	33.333	88.889
AGREE STRONGLY	2	18	11.111	100.000

QUES2	MEN CHOOSE NONTRAD CAR LESS RESPEC WOMEN			
	FREQUENCY	CUM FREQ	PERCENT	CLM PERCENT
DISAGREE STRONGLY	3	3	16.667	16.667
DISAGREE SOMEWHAT	5	8	27.778	44.444
AGREE SOMEWHAT	9	17	50.000	94.444
AGREE STRONGLY	1	18	5.556	100.000

QUES3	FEM CHOOSE NONTRAD CAR LESS SUCC LIVES			
	FREQUENCY	CUM FREQ	PERCENT	CLM PERCENT
DISAGREE STRONGLY	5	5	27.778	27.778
DISAGREE SOMEWHAT	10	15	55.556	83.333
AGREE SOMEWHAT	3	18	16.667	100.000

QUES4	MALE CHOOSE NONTRAD CAR LESS SUCC LIVES			
	FREQUENCY	CUM FREQ	PERCENT	CLM PERCENT
DISAGREE STRONGLY	4	4	22.222	22.222
DISAGREE SOMEWHAT	9	13	50.000	72.222
AGREE SOMEWHAT	5	18	27.778	100.000

QUES5	WOMEN AND MEN NATOR SUIT DIFF JOBS			
	FREQUENCY	CUM FREQ	PERCENT	CLM PERCENT
DISAGREE STRONGLY	3	3	16.667	16.667
DISAGREE SOMEWHAT	7	10	38.889	55.556
AGREE SOMEWHAT	6	16	33.333	88.889
AGREE STRONGLY	2	18	11.111	100.000

QUES6	MEN AND WOMEN EQUAL OPPOR TRAG GOOD JOBS			
	FREQUENCY	CUM FREQ	PERCENT	CLM PERCENT
265 AGREE STRONGLY	18	18	100.000	100.000

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QUES7	NOTH WRG ENCOUR WOMEN TRN TRAD MAL OCCUP			
	FREQUENCY	CUM FREQ	PERCENT	CLM PERCENT
AGREE SOMEWHAT	3	3	16.667	16.667
AGREE STRONGLY	15	18	83.333	100.000

COUNSELORS SURVEY1

14:17 FRIDAY, OCTOBER 21,

COUNSELORS SURVEY1 (FREQUENCIES - QUESTION 1 THRU 95)

QUES8	NOTH WKG ENCCUR MEN TRN	TRAD FEM JOES
	FREQUENCY CUM FREQ	PERCENT CUM PERCENT
AGREE SOMEWHAT	4	22.222
AGREE STRONGLY	14	77.778

QUES9	FEM MALE PROG MORE MCTIV THAN FEM IN FEM
	FREQUENCY CUM FREQ PERCENT CUM PERCENT
DISAGREE STRONGLY	2
DISAGREE SOMEWHAT	3
AGREE SOMEWHAT	11
AGREE STRONGLY	2

QUES10	MALE FEM PROG LESS MCTIV THAN MALE IN MA
	FREQUENCY CUM FREQ PERCENT CUM PERCENT
DISAGREE STRONGLY	5
DISAGREE SOMEWHAT	8
AGREE SOMEWHAT	4
AGREE STRONGLY	1

QUES11	FEM VOC STU PREF CLASSES MOST FEM
	FREQUENCY CUM FREQ PERCENT CUM PERCENT
ALWAYS TRUE	2
TENDS TO BE TRUE	15
ALWAYS FALSE	1

QUES12	MALE VOC STU PREF CLASSES MOST MALE
	FREQUENCY CUM FREQ PERCENT CUM PERCENT
ALWAYS TRUE	2
TENDS TO BE TRUE	14
TENDS TO BE FALSE	1
ALWAYS FALSE	1

QUES13	EMPLOY NOT HIRE WOM IN JOBS TRAD MEN
	FREQUENCY CUM FREQ PERCENT CUM PERCENT
ALWAYS TRUE	1
TENDS TO BE TRUE	9
TENDS TO BE FALSE	7
ALWAYS FALSE	1

COUNSELORS SURVEY I

14:17 FRIDAY, OCTOBER 21, 1961

COUNSELORS SURVEY I (FREQUENCIES - QUESTION 1 THRU 95)

QUES14	EMPLOY NOT HIKE MEN IN JOBS TRAD WCM				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
TENDS TO BE TRUE	9	9	50.000	50.000	
TENDS TO BE FALS	5	17	44.444	94.444	
ALWAYS FALSE	1	18	5.556	100.000	

QUES15	FEM BETTER SUIT SUPERVIS OF MOST WCM				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
TENDS TO BE TRUE	4	4	25.000	25.000	
TENDS TO BE FALS	11	15	66.750	91.750	
ALWAYS FALSE	1	16	6.250	100.000	

QUES16	FEM BETTER SUIT SUPERVIS OF MOST MEN				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
TENDS TO BE TRUE	4	4	6.250	6.250	
TENDS TO BE FALS	14	18	67.500	73.750	
ALWAYS FALSE	1	19	5.250	100.000	

QUES17	SAL MEN AND WCM BE SAME JOB COMPAR				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
WCMEN LOT < MEN	6	6	33.333	33.333	
WCMEN LOT < MEN	6	12	44.444	77.778	
ABOUT THE SAME	4	16	22.222	100.000	

QUES18	SAL JOB FILL MEN COMPAR SAL JOB FILL WCM				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
MALE JOB AREAS >	13	13	72.222	72.222	
ABOUT THE SAME	3	16	16.667	88.889	
VARY/JOB LEVEL	2	18	11.111	100.000	

QUES19	HOW IMPORT FOR WCM PREP WORK OUT WCM				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
RATHER IMPORTANT	2	2	11.111	11.111	
VERY IMPORTANT	16	18	88.889	100.000	

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COUNSELORS SURVEY1

14:17 FRIDAY, OCTOBER 21,

COUNSELLORS SURVEY1 (FREQUENCIES - QUESTION 1 THRU 95)

QUES20	THINK MORE IMPORT FOR MEN	PREP WORK CUT		
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DEFINITELY	2	2	11.111	11.111
PROBABLY	9	11	50.000	61.111
PROBABLY NOT	4	15	22.222	83.333
DEFINITELY NOT	3	18	16.667	100.000

QUES21	THINK SEX DISCRIM PROBLEM			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
NO, NOT A PROBLEM	1	1	5.556	5.556
I AM NOT SURE	2	3	11.111	16.667
YES, NOT SER PRCE	9	12	50.000	66.667
YES, SERIOUS PRCE	6	18	33.333	100.000

DENTAL TECH INSTRUCTOR				
QUES22	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
M & F ABOUT EQ	17	17	94.444	94.444
F MUCH BET SUITE	1	18	5.556	100.000

QUES23	JOB REQUIR DEAL MATH OR ABSTRACT CONCEPT			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
M LIT BET SUITED	2	2	11.111	11.111
M & F ABOUT EQ	16	18	88.889	100.000

QUES24	JOB REQUIRE SENSITIV TO FEEL OF OTHERS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
M & F ABOUT EQ	16	16	88.889	88.889
F LIT BET SUITED	1	17	5.556	94.444
F MUCH BET SUITE	1	18	5.556	100.000

QUES25	HEALTH OCCUPATIONS DIRECTOR			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
M LIT BET SUITED	1	1	5.556	5.556
M & F ABOUT EQ	17	18	94.444	100.000

QUES26	SUPERVISOR OF MOSTLY WOMEN			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
M MUCH BET SUITE	2	2	11.111	11.111
M LIT BET SUITED	1	3	5.556	16.667
M & F ABOUT EQ	14	17	77.778	94.444
F LIT BET SUITED	1	18	5.556	100.000

COUNSELORS SURVEY1

14:17 FRIDAY, OCTOBER 21, 1

COUNSELORS SURVEY1 (FREQUENCIES - QUESTION 1 THRU 95)

QUES27	SUPERVISOR OF MOSTLY MEN			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
M LIT BET SUITED	2	2	11.111	11.111
M & F ABOUT EQ	15	17	83.333	94.444
F LIT BET SUITED	1	18	5.556	100.000

QUES28	PRACTICAL NURSE			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
M & F ABOUT EQ	13	13	72.222	72.222
F LIT BET SUITED	2	15	11.111	83.333
F MUCH BET SUITE	3	18	16.667	100.000

QUES29	TRADE AND INDUSTRIAL DIRECTOR			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
M MUCH BET SUITE	1	1	5.556	5.556
M LIT BET SUITED	3	4	16.667	22.222
M & F ABOUT EQ	14	18	77.778	100.000

QUES30	WELDING TEACHER			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
M LIT BET SUITED	4	4	22.222	22.222
M & F ABOUT EQ	13	17	72.222	94.444
F LIT BET SUITED	1	18	5.556	100.000

QUES31	JOB REQUIR LONG-TERM COMMITMENT			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
M & F ABOUT EQ	17	17	94.444	94.444
F LIT BET SUITED	1	18	5.556	100.000

QUES32	DIRECTOR OF VOC ED			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
M LIT BET SUITED	2	2	11.111	11.111
M & F ABOUT EQ	16	18	88.889	100.000

QUES33	JOB REQUIR TRAVEL			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
M MUCH BET SUITE	1	1	5.556	5.556
M LIT BET SUITED	1	2	5.556	11.111
M & F ABOUT EQ	16	18	88.889	100.000

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COUNSELORS SURVEY1

14:17 FRIDAY, OCTOBER 21, 19

COUNSELORS SURVEY1 (FREQUENCIES - QUESTION 1 THRU 95)

QUES34	FREQUENCY	AUTO MECHANIC CUM FREQ	PERCENT	CUM PERCENT
M LIT BET SUITED	5	5	27.778	27.778
M & F ABOUT EQ	13	18	72.222	100.000

QUES35	FREQUENCY	THINK MEN AND WOM EQUAL ACCESS TO OCCUP CUM FREQ	PERCENT	CUM PERCENT
YES, SOME EXCEPTS	9	9	50.000	50.000
YES, NO EXCEPTION	9	18	50.000	100.000

QUES36	FREQUENCY	ADMIN SHD RESPEC WISH TEACH NOT MAL COLL CUM FREQ	PERCENT	CUM PERCENT
DISAGREE STRONGLY	18	18	100.000	100.000

QUES37	FREQUENCY	ADMIN SHD RESPEC WISH TEACH NOT FEM COLL CUM FREQ	PERCENT	CUM PERCENT
DISAGREE STRONGLY	18	18	100.000	100.000

QUES38	FREQUENCY	STAFF PRACTICE SEX DISCRIM SHD BE COLL CUM FREQ	PERCENT	CUM PERCENT
AGREE SOMEWHAT	1	1	5.556	5.556
AGREE STRONGLY	17	18	94.444	100.000

QUES39	FREQUENCY	STAFF PRACT SEX DISCRIM SHD ATTEND WRKSH CUM FREQ	PERCENT	CUM PERCENT
DISAGREE STRONGLY	1	1	5.556	5.556
AGREE SOMEWHAT	10	11	55.556	61.111
AGREE STRONGLY	7	18	38.889	100.000

QUES40	FREQUENCY	STAFF PRACTICE SEX DISCRIM SHD BE FIRED CUM FREQ	PERCENT	CUM PERCENT
DISAGREE STRONGLY	6	6	33.333	33.333
DISAGREE SOMEWHAT	8	14	44.444	77.778
AGREE SOMEWHAT	3	17	16.667	94.444
AGREE STRONGLY	1	18	5.556	100.000

COUNSELORS SURVEY1

14:17 FRIDAY, OCTOBER 21, 19

COUNSELORS SURVEY1 (FREQUENCIES - QUESTION 1 THRU 95)

QUES41	STAFF PRACT	SEX DISCR	SHD NO ACTION TAK
	FREQUENCY	CUM FREQ	PERCENT CUM PERCENT
DISAGREE STRONGLY	14	14	77.778
DISAGREE SOMEWHAT	3	17	100.000
AGREE SOMEWHAT	1	18	5.556

QUES42	HOW IMPOR VOC	COUNS CLC	BE FEM CAR	CHCIC
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
VERY IMPORTANT	7	7	38.889	38.889
MODER IMPORTANT	10	17	55.556	94.444
LARGLY IMPORTANT	1	18	5.556	100.000

QUES43	HOW IMPOR VOC	COUNS CLC	BE MAL CAR	CHCIC
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
VERY IMPORTANT	7	7	38.889	38.889
MODER IMPORTANT	10	17	55.556	94.444
LARGLY IMPORTANT	1	18	5.556	100.000

QUES44	HOW IMPOR VOC	COUNS ARE	FEM CAR CHOICES
	FREQUENCY	CUM FREQ	PERCENT CUM PERCENT
VERY IMPORTANT	1	1	5.556
MODER IMPORTANT	14	15	77.778
LARGLY IMPORTANT	2	17	11.111
DO NOT KNOW	1	18	5.556

QUES45	HOW IMPOR VOC	COUNS ARE	MALE CAR CHOICES
	FREQUENCY	CUM FREQ	PERCENT CUM PERCENT
VERY IMPORTANT	1	1	5.556
MODER IMPORTANT	14	15	77.778
LARGLY IMPORTANT	2	17	11.111
DO NOT KNOW	1	18	5.556

QUES46	HOW IMPOR VOC	COUN INFL	FEM ATTI SEX INE
	FREQUENCY	CUM FREQ	PERCENT CUM PERCENT
VERY IMPORTANT	1	1	35.294
MODER IMPORTANT	9	10	52.941
LARGLY IMPORTANT	1	11	5.882
DO NOT KNOW	1	12	5.882

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COUNSELORS SURVEY1

14:17 FRIDAY, OCTOBER 21, 1

COUNSELORS SURVEY1 (FREQUENCIES - QUESTION 1 THRU 95)

QUES47	HOW IMPOR VOC COUN INFL MAL ATTI SEX INE	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
VERY IMPORTANT		6	6	33.333	33.333
MODER IMPORTANT		10	16	55.556	88.889
LARGLY IMPORTANT		1	17	5.556	94.444
DO NOT KNOW		1	18	5.556	100.000

QUES48	HOW IMPOR VOC COUNS ARE INFLU FEM ATTI	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
VERY IMPORTANT		1	1	5.556	5.556
MODER IMPORTANT		13	14	72.222	77.778
LARGLY IMPORTANT		2	16	11.111	88.889
DO NOT KNOW		2	18	11.111	100.000

QUES49	HOW IMPOR VOC COUNS ARE INFLU MAL ATTI	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
VERY IMPORTANT		1	1	5.556	5.556
MODER IMPORTANT		13	14	72.222	77.778
LARGLY IMPORTANT		2	16	11.111	88.889
DO NOT KNOW		2	18	11.111	100.000

QUES50	HOW IMPOR YOU ARE INFL FEM CAR CHOICES	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
VERY IMPORTANT		3	3	16.667	16.667
MODER IMPORTANT		15	18	83.333	100.000

QUES51	HOW IMPOR YOU ARE INFL MALE CAR CHOICE	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
VERY IMPORTANT		3	3	16.667	16.667
MODER IMPORTANT		15	18	83.333	100.000

QUES52	HOW IMPOR YOU ARE INFL FEM ATTI SEX INE	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
VERY IMPORTANT		1	1	5.882	5.882
MODER IMPORTANT		12	13	70.588	76.471
LARGLY IMPORTANT		4	17	23.529	100.000

COUNSELORS SURVEY1

14:17 FRIDAY, OCTOBER 21, 1980

COUNSELORS SURVEY1 (FREQUENCIES - QUESTION 1 THRU 55)

QUES53	HOW IMPOR YOU ARE INFL MAL ATTI SEX INFL	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
VERY IMPORTANT		1	1	5.556	5.556
MODEK IMPORTANT		12	13	66.667	72.222
LARGLY IMPORTANT		5	18	27.778	100.000

QUES54	MALE NONTRAD PROG SAME ATTRITION AS FEM	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
		1	1		
NO, MALES DROP <		2	2	11.765	11.765
NO, MALES DROP >		4	6	23.529	35.294
YES, ABOUT SAME		8	14	47.059	82.353
DO NOT KNOW		3	17	17.647	100.000

QUES55	ATTRI DIFF WHAT ACCOUNT WHEN MAL IN PROG	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
		4	4		
UNCOMFORT IN PGM		8	12	42.857	42.857
PGM NOT FOR STUD		4	16	28.571	71.429
DO NOT KNOW		2	12	14.286	85.714
NOT ACCOUNTABLE		2	14	14.286	100.000

QUES56	FEM NONTRAD PROG SAME ATTRITION AS MALES	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
		1	1		
NO, FEM DROP LESS		1	1	5.882	5.882
NO, FEM DROP MORE		4	5	23.529	29.412
YES, MALE/FEM EQ		8	13	47.059	76.471
DO NOT KNOW		3	16	17.647	94.118
		5	17	5.882	100.000

QUES57	ATTRI DIFF WHAT ACCOUNT WHEN FEM IN PROG	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
		2	2		
UNCOMFORT IN PGM		8	6	37.500	47.500
PGM NOT FOR STUD		3	14	31.250	78.750
DO NOT KNOW		3	14	18.750	87.500
NOT ACCOUNTABLE		2	16	12.500	100.000

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COUNSELORS SURVEY I

14:17 FRIDAY, OCTOBER 21, 19

COUNSELORS SURVEY I (FREQUENCIES - QUESTION 1 THRU 95)

QUES58	RELUCT BY TEACH HAVE MALE	TRAD FEM	CCURS
	FREQUENCY	CUM FREQ	PERCENT
SOME (LT 50%)	3	3	17.647
RARELY, IF AT ALL	14	17	82.353
			100.000

QUES59	RELUCT BY TEACH HAVE FEM	TRAD MALE	CCURS
	FREQUENCY	CUM FREQ	PERCENT
SOME (LT 50%)	3	3	16.667
RARELY, IF AT ALL	15	18	83.333
			100.000

QUES60	TEACH CONSID MALE IN FEM	LESS SERIOUS
	FREQUENCY	CUM FREQ
SOME (LT 50%)	4	4
RARELY, IF AT ALL	14	18

QUES61	TEACH CONSID FEM IN MALE	LESS SERIOUS
	FREQUENCY	CUM FREQ
SOME (LT 50%)	4	4
RARELY, IF AT ALL	14	18

QUES62	GIVE DESIR COOP TO FEM	IN FEM FIELDS
	FREQUENCY	CUM FREQ
COMMONLY-GT 50%	1	1
SOME (LT 50%)	4	5
RARELY, IF AT ALL	11	16
DO NOT KNOW	2	18

QUES63	GIVE DESIR COOP TO MALE	IN FEM FIELDS
	FREQUENCY	CUM FREQ
SOME (LT 50%)	4	4
RARELY, IF AT ALL	12	16
DO NOT KNOW	2	18

QUES64	GIVE DESIR COOP TO MALE	IN MALE FIELDS
	FREQUENCY	CUM FREQ
COMMONLY-GT 50%	3	3
SOME (LT 50%)	2	5
RARELY, IF AT ALL	11	16
DO NOT KNOW	2	18

COUNSELORS SURVEY I

14:17 FRIDAY, OCTOBER 21, 1966

COUNSELORS SURVEY I (FREQUENCIES - QUESTION 1 THRU 95)

QUES65	GIVE DESIR CCOP TO FEM IN MALE FIELDS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
SOME (LT 50%)	3	3	10.667	10.667
RARELY, IF AT ALL	13	16	72.222	82.889
DO NOT KNOW	2	18	11.111	100.000

QUES66	GIVE PLACE PREF TO MALE IN MALE FIELDS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
COMMONLY-GT 50%	1	1	11.765	11.765
SOME (LT 50%)	2	3	5.882	17.647
RARELY, IF AT ALL	10	13	58.824	76.471
DO NOT KNOW	4	17	23.529	100.000

QUES67	GIVE PLACE PREF TO FEM IN MALE FIELDS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
COMMONLY-GT 50%	1	1	5.556	5.556
SOME (LT 50%)	2	3	11.111	16.667
RARELY, IF AT ALL	11	14	61.111	77.778
DO NOT KNOW	4	18	22.222	100.000

QUES68	GIVE PLACE PREF TO FEM IN FEM FIELDS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
COMMONLY-GT 50%	3	3	10.000	10.000
SOME (LT 50%)	1	4	3.333	13.333
RARELY, IF AT ALL	10	14	55.556	77.778
DO NOT KNOW	4	18	22.222	100.000

QUES69	GIVE PLACE PREF TO MALE IN FEM FIELDS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
SOME (LT 50%)	3	3	17.647	17.647
RARELY, IF AT ALL	11	14	64.706	82.353
DO NOT KNOW	3	17	17.647	100.000

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QUES70	FEED CCUNS SUG DIFF CPT STO UNDECID CAR			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
COMMONLY-GT 50%	6	6	33.333	33.333
SOME (LT 50%)	3	9	16.667	50.000
RARELY, IF AT ALL	7	16	38.889	88.889
DO NOT KNOW	2	18	11.111	100.000

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COUNSELORS SURVEY 1

14:17 FRIDAY, OCTOBER 21, 196

COUNSELORS SURVEY 1 (FREQUENCIES - QUESTION 1 THRU 95)

QUES71	FEED CCUNS FREQUENCY	DISCOUR CUM FREQ	STU FR PERCENT	NONTRAD CUM PERCENT	PRCG PERCENT
COMMONLY-GT 50%	1	1	5.556	5.556	
SOME (LT 50%)	1	2	5.556	11.111	
RARELY, IF AT ALL	13	15	72.222	83.333	
DO NOT KNOW	3	18	16.667	100.000	

QUES72	RULE DENY FREQUENCY	ADMIS TO CUM FREQ	PRCG ON SEX PERCENT	CUM PERCENT
RARELY, IF AT ALL	17	17	94.444	94.444
DO NOT KNOW	1	18	5.556	100.000

QUES73	QUOTA LIMITING FREQUENCY	NUMBER ADMITTED TO CUM FREQ	PRCG PERCENT	CUM PERCENT
RARELY, IF AT ALL	17	17	94.444	94.444
DO NOT KNOW	1	18	5.556	100.000

QUES74	UNAKIT UNDERST FREQUENCY	PRCG MALE CUM FREQ	CTR COLL FEM PERCENT	CUM PERCENT
COMMONLY-GT 50%	1	1	5.556	5.556
SOME (LT 50%)	2	3	11.111	16.667
RARELY, IF AT ALL	14	17	77.778	94.444
DO NOT KNOW	1	18	5.556	100.000

QUES75	TEND CCUNS FREQUENCY	SUG TRAD CPT TO CUM FREQ	STU UNDEC PERCENT	CUM PERCENT
COMMONLY-GT 50%	1	1	5.556	5.556
SOME (LT 50%)	3	4	16.667	22.222
RARELY, IF AT ALL	13	17	72.222	94.444
DO NOT KNOW	1	18	5.556	100.000

QUES76	TEND CCUNS FREQUENCY	DISCOUR CUM FREQ	STU FR PERCENT	NONTRAD CUM PERCENT	PRCG PERCENT
RARELY, IF AT ALL	17	17	100.000	100.000	

QUES77	RELUCT BY TEACH FREQUENCY	HAVE NONTRAD CUM FREQ	STU CCUNS PERCENT	CUM PERCENT
SOME (LT 50%)	1	1	5.556	5.556
RARELY, IF AT ALL	17	18	94.444	100.000

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COUNSELORS SURVEY I

14:17 FRIDAY, OCTOBER 21, 1966

COUNSELORS SURVEY I (FREQUENCIES - QUESTION 1 THRU 95)

QUES78	TEND TAKE SEX OF STU IN CONSID TYPE CCCP			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
SOME (LT 50%)	2	2	11.111	11.111
RARELY, IF AT ALL	16	18	88.889	100.000

QUES79	DEVELOP PROG MAKE STU AWARE OF SEX INEL			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
NO PLAN TO DO IT	1	1	23.529	23.529
INFORMAL IMPLM	4	5	52.941	76.471
FORMAL IMPLM BEG	9	13	11.765	88.235
FULL IMPLM/CCMP	2	15	11.765	100.000

QUES80	CONDUCT PROG FOR STU ENCCOR NONTRAD PROG			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
NO PLAN TO DO IT	2	2	11.111	11.111
INFORMAL IMPLM	8	10	44.444	55.556
FORMAL IMPLM BEG	4	14	22.222	77.778
FULL IMPLM/CCMP	4	18	22.222	100.000

QUES81	CONDUCT SPEC PROG FOR STU NONTRAD AREAS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
NO PLAN TO DO IT	9	9	50.000	50.000
INFORMAL IMPLM	6	15	33.333	83.333
FORMAL IMPLM BEG	2	17	11.111	94.444
FULL IMPLM/CCMP	1	18	5.556	100.000

QUES82	CONDUCT PROG FOR EMPLOY PROG SEX INEL			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
NO PLAN TO DO IT	1	1	70.588	70.588
WILL DO IT	12	13	11.765	82.353
INFORMAL IMPLM	2	15	11.765	94.118
FULL IMPLM/CCMP	1	16	5.882	100.000

QUES83	SPECIAL GUIDANCE AVAIL TO NONTRAD STU			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
NO PLAN TO DO IT	3	3	16.667	16.667
WILL DO IT	1	4	5.556	22.222
INFORMAL IMPLM	8	12	44.444	66.667
FORMAL IMPLM BEG	1	13	5.556	72.222
FULL IMPLM/CCMP	5	18	27.778	100.000

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COUNSELORS SURVEY1

14:17 FRIDAY, OCTOBER 21, 1

COUNSELORS SURVEY1 (FREQUENCIES - QUESTION 1 THRU 95)

QUES84	DAY CARE AVAIL TO CHILDREN OF VCC STU			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
NO PLAN TO CC IT	15	15	83.333	83.333
INFORMAL IMPLM	1	16	5.556	88.889
FORMAL IMPLM BEG	1	17	5.556	94.444
FULL IMPLM/CCMP	1	18	5.556	100.000

QUES85	YOU ATTEND PRG MAKE AWARE PROB SEX DIS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
NC	5	5	27.778	27.778
YES	13	18	72.222	100.000

QUES86	WHO CONDUCTED ACTIVITIES			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STATE VCC ECU AG	8	8	44.444	44.444
LOC/COM COL DIST	2	10	11.111	55.556
SCHOOL	2	12	11.111	66.667
OTHER	2	14	11.111	77.778
NOT APPLICABLE	4	18	22.222	100.000

QUES87	HOW EFFECTIVE WERE THEY			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
VERY INEFFECTIVE	1	1	5.556	5.556
SOMEWHAT EFFECTIV	10	11	55.556	61.111
VERY EFFECTIVE	2	13	11.111	72.222
NOT APPLICABLE	5	18	27.778	100.000

QUES88	YOU ATTEND PRG TO IDENT SEX-FAIR WATER			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
NC	1	1	35.294	35.294
YES	10	16	58.824	94.118
NOT SURE	1	17	5.882	100.000

QUES89	WHO CONDUCTED ACTIVITIES			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STATE VCC ECU AG	5	5	27.778	27.778
LOC/COM COL DIST	1	6	5.556	33.333
SCHOOL	1	7	5.556	38.889
OTHER	2	9	11.111	50.000
NOT APPLICABLE	9	18	50.000	100.000

CCOUNSELORS SURVEY1

14:17 FRIDAY, OCTOBER 21, 1966

COUNSELORS SURVEY1 (FREQUENCIES - QUESTION 1 THRU 95)

QUES90	HOW EFFECTIVE WERE THEY			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
CAN NOT SAY	2	2	11.111	11.111
SOMEWHAT EFFECTIV	6	8	33.333	44.444
VERY EFFECTIVE	2	10	11.111	55.556
NOT APPLICABLE	8	18	44.444	100.000

QUES91	MALE OF TRAD MALE PRCG IN FIELD TRAINED			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
VERY SATISFIED	4	4	22.222	22.222
SATISFIED	9	13	50.000	72.222
DO NOT KNOW	5	18	27.778	100.000

QUES92	FEM OF TRAD MALE PRCG IN FIELD TRAINED			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
VERY SATISFIED	2	2	11.111	11.111
SATISFIED	10	12	55.556	66.667
DO NOT KNOW	6	18	33.333	100.000

QUES93	MALE OF TRAD FEM PRCG IN FIELD TRAINED			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
VERY SATISFIED	2	2	11.111	11.111
SATISFIED	10	12	55.556	66.667
DO NOT KNOW	6	18	33.333	100.000

QUES94	FEM OF TRAD FEM PRCG IN FIELD TRAINED			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
VERY SATISFIED	5	5	27.778	27.778
SATISFIED	8	13	44.444	72.222
DO NOT KNOW	5	18	27.778	100.000

QUES95	TYPE EVID SHOW EMPLOYER SATISFAC W/GRADS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
WRITTEN SURVEY	6	6	33.333	33.333
STAND INTERVIEW	2	8	11.111	44.444
INFORM INTERVIEW	5	13	27.778	72.222
N/A, NO SURVEYS	5	18	27.778	100.000

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COUNSELORS SURVEY I

14:17 FRIDAY, OCTOBER 21, 19

COUNSELORS SURVEY I (MEANS QUESTION 1 THRU 52)

VARIABLE	LABEL	N	N MISSING	MEAN	STANDARD DEVIATION
QUES1	WOMEN CHOOSE NONTRAD CAR LESS RESPEC MEN	18	0	2.3333	0.570
QUES2	MEN CHOOSE NONTRAD CAR LESS RESPEC WOMEN	18	0	2.4444	0.655
QUES3	FEM CHOOSE NONTRAD CAR LESS SUCC LIVES	18	0	1.8889	0.671
QUES4	MALE CHOOSE NONTRAD CAR LESS SUCC LIVES	18	0	2.0556	0.712
QUES5	WOMEN AND MEN NATUR SUIT DIFF JOBS	18	0	2.3889	0.910
QUES6	MEN AND WOMEN EQUAL OPPOR TRNG GOOD JOBS	18	0	4.0000	0.000
QUES7	NOTH WRG ENCOUR WOMEN TRN TRAD MAL OCCUP	18	0	3.8333	0.322
QUES8	NOTH WRG ENCOUR MEN TRN TRAD FEM JOES	18	0	3.7778	0.417
QUES9	FEM MALE PROG MAKE MOTIV THAN FEM IN FEM	18	0	2.7222	0.848
QUES10	MALE FEM PROG LESS MOTIV THAN MALE IN MA	18	0	2.0556	0.672
QUES11	FEM VOC STL PREF CLASSES MOST FEM	18	0	2.0000	0.574
QUES12	MALE VOC STL PREF CLASSES MOST MALE	18	0	2.0556	0.637
QUES13	EMPLOY NOT HIKE WOM IN JOES TRAD MEN	18	0	2.4444	0.704
QUES14	EMPLOY NOT HIKE MEN IN JOES TRAD WOM	18	0	2.3333	0.610
QUES15	FEM BETTER SUIT SUPERVIS OF MOST WOM	18	0	2.8125	0.543
QUES16	FEM BETTER SUIT SUPERVIS OF MOST MEN	18	0	3.0000	0.388
QUES17	SAL MEN AND WOM DO SAME JOB COMPAR	18	0	1.8889	0.738
QUES18	SAL JOB FILL MEN COMPAR SAL JOB FILL WOM	18	0	1.8889	1.107
QUES19	HOW IMPORT FOR WOM PREP WORK OUT HOME	18	0	3.8889	0.322
QUES20	THINK MORE IMPORT FOR MEN PREP WORK OUT	18	0	2.4444	0.561
QUES21	THINK SEX DISCRIM PROBLEM	18	0	3.1111	0.888
QUES22	DENTAL TECH INSTRUCTOR	18	0	3.1111	0.471
QUES23	JOB REQUIR DEAL MATH OR ABSTRACT CONCEPT	18	0	2.8889	0.210
QUES24	JOB REQUIR SENSITIV TO FEEL OF OTHERS	18	0	3.1887	0.512
QUES25	HEALTH OCCUPATIONS DIRECTOR	18	0	2.5444	0.623
QUES26	SUPERVISOR OF MOSTLY WOMEN	18	0	2.7778	0.702
QUES27	SUPERVISOR OF MOSTLY MEN	18	0	2.7444	0.418
QUES28	PRACTICAL NURSE	18	0	3.4444	0.792
QUES29	TRADE AND INDUSTRIAL DIRECTOR	18	0	2.7222	0.574
QUES30	WELDING TEACHER	18	0	2.8333	0.322
QUES31	JOB REQUIR LONG-TERM COMMITMENT	18	0	3.0556	0.221
QUES32	DIRECTOR OF VOC ED	18	0	2.8889	0.322
QUES33	JOB REQUIR TRAVEL	18	0	2.8333	0.312
QUES34	AUTO MECHANIC	18	0	2.7222	0.482
QUES35	THINK MEN AND WOM EQUAL ACCESS TO OCCUP	18	0	2.0000	0.512
QUES36	ADMIN SHD RESPEC WISH TEACH NOT MAL COOK	18	0	1.0000	0.000
QUES37	ADMIN SHD RESPEC WISH TEACH NOT FEM COOK	18	0	1.0000	0.000
QUES38	STAFF PRACTICE SEX DISCRIM SHD BE COUNS	18	0	3.9444	0.201
QUES39	STAFF PRACT SEX DISCRIM SHD ATTEND WRKSH	18	0	3.2778	0.712
QUES40	STAFF PRACTICE SEX DISCRIM SHD BE FIRED	18	0	1.9444	0.671
QUES41	STAFF PRACT SEX DISCRI SHD NO ACTION TAK	18	0	1.2778	0.574
QUES42	HOW IMPOR VOC CCUNS CLC BE FEM CAR CHLIC	18	0	1.8889	0.534
QUES43	HOW IMPOR VOC CCUNS CLC BE MAL CAR CHLIC	18	0	1.8889	0.534
QUES44	HOW IMPOR VOC CCUNS ARE FEM CAR CHOICES	18	0	2.1887	0.610
QUES45	HOW IMPOR VOC CCUNS ARE MALE CAR CHOICES	18	0	2.1887	0.610
QUES46	HOW IMPOR VOC CCUN INFL FEM ATTI SEX INC	17	1	1.8223	0.623
QUES47	HOW IMPOR VOC CCUN INFL MAL ATTI SEX INC	18	0	1.8333	0.702
QUES48	HOW IMPOR VOC CCUNS ARE INFLU FEM ATTI	18	0	2.2778	0.712
QUES49	HOW IMPOR VOC CCUNS ARE INFLU MAL ATTI	18	0	2.2778	0.712
QUES50	HOW IMPORT YCU ARE INFL FEM CAR CHOICES	18	0	1.8333	0.388
QUES51	HOW IMPORT YCU ARE INFL MALE CAR CHOICE	18	0	1.8333	0.388
QUES52	HOW IMPOR YCU ARE INFL FEM ATTI SEX INC	17	1	2.1765	0.561
QUES53	HOW IMPOR YCU ARE INFL MAL ATTI SEX INC	18	0	2.2222	0.592

COUNSELORS SURVEY I

14:17 FRIDAY, OCTOBER 21, 1965

COUNSELORS SURVEY I (MEANS QUESTION 1 THRU 95)

VARIABLE	LABEL	N	N MISSING	MEAN	STANDARD DEVIATION
JES54	MALE NONTRAD PROG SAME ATTRITION AS FEM	17	1	2.7059	0.9190
JES55	ATTRI DIFF WHAT ACCUNT WHEN MAL IN PROG	14	4	2.5714	1.5549
JES56	FEM NONTRAD PROG SAME ATTRITION AS MALES	17	1	2.9412	0.9063
JES57	ATTRI DIFF WHAT ACCUNT WHEN FEM IN PROG	16	2	2.0675	1.4930
JES58	RELUCT BY TEACH HAVE MALE TRAD FEM COUNS	17	1	2.8235	0.3930
JES59	RELUCT BY TEACH HAVE FEM TRAD MALE COUNS	16	0	2.8333	0.3435
JES60	TEACH CONSID MALE IN FEM LESS SERIOUS	18	0	2.7778	0.4276
JES61	TEACH CONSID FEM IN MALE LESS SERIOUS	18	0	2.7778	0.4276
JES62	GIVE DESIR COOP TO FEM IN FEM FIELDS	18	0	2.7778	0.7321
JES63	GIVE DESIR COOP TO MALE IN FEM FIELDS	18	0	2.8889	0.5830
JES64	GIVE DESIR COOP TO MALE IN MALE FIELDS	18	0	2.8889	0.5075
JES65	GIVE DESIR COOP TO FEM IN MALE FIELDS	18	0	2.9444	0.5393
JES66	GIVE PLACE PREF TO MALE IN MALE FIELDS	17	1	2.9412	0.8993
JES67	GIVE PLACE PREF TO FEM IN MALE FIELDS	18	0	3.0000	0.7671
JES68	GIVE PLACE PREF TO FEM IN FEM FIELDS	18	0	2.8333	0.9052
JES69	GIVE PLACE PREF TO MALE IN FEM FIELDS	17	1	3.0000	0.6124
JES70	FEED COUNS SUG DIFF OPT STU UNDECID CAR	18	0	2.7778	1.0741
JES71	FEED COUNS DISCCUR STU FR NONTRAD PROG	18	0	3.0000	0.6860
JES72	RULE DENY ADMIS TO PROG ON SEX	18	0	3.0556	0.2357
JES73	QUOTA LIMITING NUMBER ADMITTED TO PROG	18	0	3.0556	0.2357
JES74	UNWRIT UNDERST PROG MALE CTH COUN FEM	18	0	2.8333	0.6183
JES75	TEND COUNS SUG TRAD OPT TO STU UNDEC	18	0	2.7778	0.6464
JES76	TEND COUNS DISCCUR STU FR NONTRAD PROG	17	1	3.0000	0.0000
JES77	RELUCT BY TEACH HAVE NONTRAD STU COUNS	18	0	2.9444	0.2357
JES78	TEND TAKE SEX OF STU IN CONSID TYPE COOP	18	0	2.8889	0.3234
JES79	DEVELOP PROG MAKE STU AWARE OF SEX INEL	17	1	2.8824	1.2690
JES80	CONDUCT PROG FOR STU EXCCUR NONTRAD PROG	18	0	3.4444	1.1991
JES81	CONDUCT SPEC PROG FOR STU NONTRAD AREAS	18	0	2.2222	1.3520
JES82	CONDUCT PROG FOR EMPLOY PROB SEX INEL	17	1	1.5000	1.1213
JES83	SPECIAL GUIDANCE AVAIL TO NONTRAD STU	18	0	3.2222	1.2550
JES84	DAY CARE AVAIL TO CHILDREN OF VCC STU	18	0	1.5000	1.2000
JES85	YOU ATTEND PROG MAKE AWARE PROB SEX DIS	18	0	1.7222	0.4609
JES86	WHO CONDUCTED ACTIVITIES	18	0	2.5556	1.0661
JES87	HOW EFFECTIVE WERE THEY	18	0	3.5556	1.0560
JES88	YOU ATTEND PROG TO IDENT SEX-FAIR MATER	17	1	1.7059	0.5879
JES89	WHO CONDUCTED ACTIVITIES	18	0	3.5000	1.7900
JES90	HOW EFFECTIVE WERE THEY	18	0	3.8889	1.1316
JES91	MALE OF TRAD MALE PROG IN FIELD TRAINED	18	0	2.6111	1.2770
JES92	FEM OF TRAD MALE PROG IN FIELD TRAINED	18	0	2.8889	1.5670
JES93	MALE OF TRAD FEM PROG IN FIELD TRAINED	18	0	2.8889	1.5670
JES94	FEM OF TRAD FEM PROG IN FIELD TRAINED	18	0	2.5556	1.6169
JES95	TYPE EVIC SHOW EMPLOYER SATISFAC W/GRAD	18	0	2.7778	1.0290

INSTRUCTORS SURVEY1

14:22 FRIDAY, OCTOBER 21,

INSTRUCTORS SURVEY1 (FREQUENCIES - QUESTION 1 THRU 104)

QUES1	WOMEN CHOOSE NONTRAD CAR LESS RESPEC MEN	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE STRONGLY	14	14	24.561	24.561	
DISAGREE SOMEWHAT	16	32	31.579	56.140	
AGREE SOMEWHAT	23	55	40.351	96.491	
AGREE STRONGLY	2	57	3.509	100.000	

QUES2	MEN CHOOSE NONTRAD CAR LESS RESPEC WOM	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE STRONGLY	10	10	17.544	17.544	
DISAGREE SOMEWHAT	22	32	38.596	56.140	
AGREE SOMEWHAT	24	56	42.105	98.246	
AGREE STRONGLY	1	57	1.754	100.000	

QUES3	FEM SEEKS CAR TRAD MALE LESS SUCC LIVE	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE STRONGLY	2	2	50.909	50.909	
DISAGREE SOMEWHAT	20	22	36.364	87.273	
AGREE SOMEWHAT	5	27	9.091	96.364	
AGREE STRONGLY	1	28	1.818	98.182	
	1	29	1.818	100.000	

QUES4	MALE SEEK CAR TRAD FEM LESS SUCC LIVES	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE STRONGLY	2	2	41.818	41.818	
DISAGREE SOMEWHAT	23	25	41.818	83.636	
AGREE SOMEWHAT	7	32	12.727	96.364	
AGREE STRONGLY	2	34	3.636	100.000	

QUES5	WOMEN AND MEN NATURALLY SUITED DIFF JOBS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE STRONGLY	18	18	31.579	31.579	
DISAGREE SOMEWHAT	8	26	14.035	45.614	
AGREE SOMEWHAT	21	47	36.842	82.456	
AGREE STRONGLY	10	57	17.544	100.000	

INSTRUCTORS SURVEY1

14:22 FRIDAY, OCTOBER 21, 198

INSTRUCTORS SURVEY1 (FREQUENCIES - QUESTION 1 THRU 104)

QUES6	MEN AND WOMEN EQUAL OPPOR	TRNG GOOD JOBS
	FREQUENCY CUM FREQ	PERCENT CUM PERCENT
DISAGREE STRNGLY	4	4
DISAGREE SOMEWHT	1	5
AGREE SOMEWHT	1	6
AGREE STRONGLY	50	56
5	1	57
		7.018
		1.754
		1.754
		87.719
		1.754
		100.000

QUES7	NOTH WRG ENCCUR WOMEN TRN	TRAD MAL OCCUP
	FREQUENCY CUM FREQ	PERCENT CUM PERCENT
DISAGREE STRNGLY	2	2
DISAGREE SOMEWHT	1	3
AGREE SOMEWHT	8	11
AGREE STRONGLY	43	54
5	3	57
		3.509
		1.754
		14.035
		75.439
		5.263
		100.000

QUES8	NOTH WRG ENCCUR MEN TRN	TRAD FEM JOBS
	FREQUENCY CUM FREQ	PERCENT CUM PERCENT
DISAGREE STRNGLY	1	1
DISAGREE SOMEWHT	3	4
AGREE SOMEWHT	11	15
AGREE STRONGLY	39	54
5	3	57
		1.754
		5.263
		19.298
		68.421
		5.263
		100.000

QUES9	FEM MALE PROG MORE MCTIV	THAN FEM IN FEM
	FREQUENCY CUM FREQ	PERCENT CUM PERCENT
DISAGREE STRNGLY	2	2
DISAGREE SOMEWHT	9	11
AGREE SOMEWHT	12	23
AGREE STRONGLY	24	45
5	4	54
	1	55
		16.364
		21.818
		43.636
		16.364
		1.818
		100.000

QUES10	MALE FEM PROG LESS MCTIV	THAN MAL IN MA
	FREQUENCY CUM FREQ	PERCENT CUM PERCENT
DISAGREE STRNGLY	2	2
DISAGREE SOMEWHT	20	22
AGREE SOMEWHT	27	47
AGREE STRONGLY	5	52
5	2	54
	1	55
		36.364
		49.091
		9.091
		3.636
		1.818
		100.000

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INSTRUCTORS SURVEY1

14:22 FRIDAY, OCTOBER 21, 196

INSTRUCTORS SURVEY1 (FREQUENCIES - QUESTION 1 THRU 104)

Q11	FEM VOC	STU PREF	CLASSES MOST FEM	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
ALWAYS TRUE	1	0	10.714	10.714			
TENDS TO BE TRUE	26	32	48.429	57.143			
TENDS TO BE FALS	16	48	28.571	85.714			
ALWAYS FALSE	8	56	14.286	100.000			

Q12	MALE VOC	STU PREF	CLASSES MOST MALE	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
ALWAYS TRUE	1	5	8.929	8.929			
TENDS TO BE TRUE	31	36	55.357	64.286			
TENDS TO BE FALS	13	49	23.214	87.500			
ALWAYS FALSE	7	56	12.500	100.000			

Q13	EMPLOY NOT HIRE WOM IN JOBS TRAD MEN	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
ALWAYS TRUE	1	2	3.571	3.571	
TENDS TO BE TRUE	39	41	69.643	73.214	
TENDS TO BE FALS	13	54	23.214	96.429	
ALWAYS FALSE	2	56	3.571	100.000	

Q14	EMPLOY NOT HIRE MEN IN JOBS TRAD WOM	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
ALWAYS TRUE	1	5	8.929	8.929	
TENDS TO BE TRUE	32	37	57.143	66.071	
TENDS TO BE FALS	16	53	28.571	94.643	
ALWAYS FALSE	3	56	5.357	100.000	

Q15	FEM BETTER SUIT SUPERVIS OF MOST WOM	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
ALWAYS TRUE	3	2	3.704	3.704	
TENDS TO BE TRUE	17	19	31.461	35.185	
TENDS TO BE FALS	30	49	53.556	90.741	
ALWAYS FALSE	5	54	9.259	100.000	

INSTRUCTORS SURVEY1

14:22 FRIDAY, OCTOBER 21,

INSTRUCTORS SURVEY1 (FREQUENCIES - QUESTION 1 THRU 104)

QUES16	FEM BETTER SUI SUPERVIS OF MOST MEN	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
ALWAYS TRUE	3	3	5.556	5.556	
TENDS TO BE TRUE	4	7	7.407	12.963	
TENDS TO BE FALS	42	49	77.778	90.741	
ALWAYS FALSE	5	54	9.225	100.000	

QUES17	HOW IMPORT FOR WOM PREP WORK OUT HOME	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
RATHER IMPORTANT	1	8	14.286	14.286	
VERY IMPORTANT	48	56	85.714	100.000	

QUES18	THINK MORE IMPORT FOR MEN PREP WORK OUT	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DEFINITELY	1	8	14.286	14.286	
PROBABLY	17	25	38.571	48.571	
PROBABLY NOT	13	38	23.214	67.857	
DEFINITELY NOT	13	56	32.143	100.000	

QUES19	THINK SEX DISCRIMINATION A PROBLEM	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
NO, NOT A PROBLEM	1	2	3.571	3.571	
I AM NOT SURE	7	9	12.500	16.071	
YES, NOT SER PROB	29	38	51.786	67.857	
YES, SERIOUS PROB	18	56	32.143	100.000	

QUES20	THINK MEN AND WOM EQUAL ACCESS TO COLLEGE	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
NO, SUIT ONE SEX	1	1	1.786	1.786	
YES, SOME EXCEPTS	23	24	41.071	42.857	
YES, NO EXCEPTION	31	55	55.357	98.214	
	4	56	1.786	100.000	

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INSTRUCTORS SURVEY1

14:22 FRIDAY, OCTOBER 21, 19

INSTRUCTORS SURVEY1 (FREQUENCIES - QUESTION 1 THRU 104)

QUES21	ADMIN SHD RESPEC WISH TEACH NOT MAL COLL	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
		2			
DISAGREE STRONGLY		45	45	81.818	81.818
DISAGREE SOMEWHAT		9	54	16.364	98.182
AGREE SOMEWHAT		1	55	1.818	100.000

QUES22	ADMIN SHD RESPEC WISH TEACH NOT FEM COLL	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
		2			
DISAGREE STRONGLY		45	45	81.818	81.818
DISAGREE SOMEWHAT		9	54	16.364	98.182
AGREE SOMEWHAT		1	55	1.818	100.000

QUES23	STAFF PRACTICE SEX DISCRIM SHD BE CCURS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
		1			
DISAGREE STRONGLY		3	3	5.357	5.357
DISAGREE SOMEWHAT		3	6	5.357	10.714
AGREE SOMEWHAT		10	16	17.857	28.571
AGREE STRONGLY		39	55	69.643	98.214
	5	1	56	1.786	100.000

QUES24	STAFF PRACT SEX DISCRIM SHD ATTEND WKKSH	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
		2			
DISAGREE STRONGLY		5	5	9.091	9.091
DISAGREE SOMEWHAT		6	11	10.909	20.000
AGREE SOMEWHAT		29	40	52.727	72.727
AGREE STRONGLY		15	55	27.273	100.000

QUES25	STAFF PRACTICE SEX DISCRIM SHD BE FIRED	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
		3			
DISAGREE STRONGLY		10	10	18.519	18.519
DISAGREE SOMEWHAT		29	39	53.704	72.222
AGREE SOMEWHAT		13	52	24.074	96.296
AGREE STRONGLY		2	54	3.704	100.000

INSTRUCTORS SURVEY1

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INSTRUCTORS SURVEY1 (FREQUENCIES - QUESTION 1 THRU 104)

QUES26	STAFF PRACT SEX DISCRI SHD NC ACTION TAK				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
DISAGREE STRNGLY	1	1	53.571	53.571	
DISAGREE SOMEWHT	30	30	35.714	89.286	
AGREE SCMEWHT	2	52	3.571	92.857	
AGREE STRONGLY	4	56	7.143	100.000	

QUES27	HOW IMPOR VOC TEACH CLC BE FEM CAR CHCIC				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
VERY IMPORTANT	29	29	50.877	50.877	
MODER IMPORTANT	23	52	40.351	91.228	
LARGLY IMPORTANT	1	53	1.754	92.982	
DO NOT KNOW	4	57	7.018	100.000	

QUES28	HOW IMPOR VOC TEACH CLC BE MAL CAR CHCIC				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
VERY IMPORTANT	28	28	49.123	49.123	
MODER IMPORTANT	25	53	43.860	92.982	
DO NOT KNOW	4	57	7.018	100.000	

QUES29	HOW IMPOR VOC TEACH ARE FEM CAR CHCICES				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
VERY IMPORTANT	8	8	14.035	14.035	
MODER IMPORTANT	32	40	56.140	70.175	
LARGLY IMPORTANT	10	50	17.544	87.719	
DO NOT KNOW	7	57	12.281	100.000	

QUES30	HOW IMPOR VOC TEACH ARE MALE CAR CHCICES				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
VERY IMPORTANT	6	6	10.526	10.526	
MODER IMPORTANT	35	41	61.404	71.930	
LARGLY IMPORTANT	8	49	14.035	85.965	
DO NOT KNOW	8	57	14.035	100.000	

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QUES31	HOW IMPOR VOC TEAC INFL FEM ATTI SEX INE				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
VERY IMPORTANT	29	29	50.877	50.877	
MODER IMPORTANT	22	51	38.596	89.474	
LARGLY IMPORTANT	1	52	1.754	91.228	
DO NOT KNOW	5	57	8.772	100.000	

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INSTRUCTORS SURVEY1 (FREQUENCIES - QUESTION 1 THRU 104)

QUES32	HOW IMPOR VOC TEAC INFL MAL ATTI SEX INE	FREQUENCY	CUM FREQ	PERCENT	CLM PERCENT
VERY IMPORTANT		26	26	45.614	45.614
MODER IMPORTANT		26	52	45.614	91.228
DO NOT KNOW		5	57	8.772	100.000

QUES33	HOW IMPOR VOC TEACH ARE INFLU FEM ATTI	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
VERY IMPORTANT		13	13	22.807	22.807
MODER IMPORTANT		28	41	49.123	71.930
LARGLY IMPORTANT		9	50	15.789	87.719
DO NOT KNOW		7	57	12.281	100.000

QUES34	HOW IMPOR VOC TEACH ARE INFLU MAL ATTI	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
VERY IMPORTANT		10	10	17.544	17.544
MODER IMPORTANT		32	42	56.140	73.684
LARGLY IMPORTANT		8	50	14.035	87.719
DO NOT KNOW		7	57	12.281	100.000

QUES35	HOW IMPOR YOU ARE INFL FEM CAR CHOICES	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
VERY IMPORTANT		1	1	25.000	25.000
MODER IMPORTANT		33	47	58.929	83.929
LARGLY IMPORTANT		6	53	10.714	94.643
DO NOT KNOW		3	56	5.357	100.000

QUES36	HOW IMPOR YOU ARE INFL MALE CAR CHOICE	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
VERY IMPORTANT		1	1	26.786	26.786
MODER IMPORTANT		32	47	57.143	83.929
LARGLY IMPORTANT		5	52	8.929	92.857
DO NOT KNOW		4	56	7.143	100.000

QUES37	HOW IMPOR YOU ARE INFL FEM ATTI SEX INE	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
VERY IMPORTANT		12	12	21.053	21.053
MODER IMPORTANT		30	42	52.632	73.684
LARGLY IMPORTANT		8	50	14.035	87.719
DO NOT KNOW		7	57	12.281	100.000

INSTRUCTORS SURVEY1

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INSTRUCTORS SURVEY1 (FREQUENCIES - QUESTION 1 THRU 104)

QUES38	HOW IMPOR YOU ARE INFL MAL ATTI SEX INFL	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
VERY IMPORTANT		7	7	12.281	12.281
MODER IMPORTANT		33	40	57.895	70.175
LARGLY IMPORTANT		11	51	19.298	89.474
DO NOT KNOW		6	57	10.526	100.000

QUES39	MALE NONTRAD PROG SAME ATTRITION AS FEM	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
NO, MALES DRCP <		1	1	10.714	10.714
NO, MALES DRCP >		9	15	18.071	26.786
YES, ABOUT SAME		20	35	39.714	62.500
DO NOT KNOW		21	56	37.500	100.000

QUES40	FEM NONTRAD PROG SAME ATTRITION AS MALES	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
NO, FEM DROP LESS		1	1	14.286	14.286
NO, FEM DROP MORE		9	17	18.071	30.357
YES, MALE/FEM EQ		13	30	23.214	53.571
DO NOT KNOW		26	56	40.429	100.000

QUES41	ATTRI DIFF WHAT ACCOUNT WHEN MAL IN PROG	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
UNCOMFORT IN PGM		1	1	16.071	16.071
WORK TOO DIFF		9	10	1.786	17.857
PGM NOT FOR STUD		19	29	33.929	51.786
DO NOT KNOW		11	40	19.643	71.429
NOT ACCOUNTABLE		16	56	28.571	100.000

QUES42	ATTRI DIFF WHAT ACCOUNT WHEN FEM IN PROG	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
UNCOMFORT IN PGM		1	1	23.214	23.214
WORK TOO DIFF		13	14	5.357	28.571
PGM NOT FOR STUD		16	32	28.571	57.143
DO NOT KNOW		10	42	17.857	75.000
NOT ACCOUNTABLE		14	56	25.000	100.000

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INSTRUCTORS SURVEY1

14:22 FRIDAY, OCTOBER 21, 1984

INSTRUCTORS SURVEY1 (FREQUENCIES - QUESTION 1 THRU 104)

QUES43	ARE WORK CO-OPS ARRANGED FOR STU				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
NO	1	1	37.500	37.500	
YES	21	21	50.000	87.500	
CO NOT KNOW	2	51	3.571	91.071	
DOES NOT APPLY	5	56	8.929	100.000	

QUES44	HOW WELL FEM IN TRAD MALE COUR ACCEPT				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
POORLY	1	1	3.571	3.571	
WELL	2	2	46.429	50.000	
VERY WELL	26	28	20.786	76.786	
NO EXPERIENCE	15	43	23.214	100.000	

QUES45	HOW WELL MALE IN TRAD FEM COUR ACCEPT				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
POORLY	2	2	7.273	7.273	
WELL	4	4	30.364	43.636	
VERY WELL	20	24	32.727	76.364	
NO EXPERIENCE	18	42	23.636	100.000	

QUES46	FEED COUNS SUG DIFF CPT STU UNDECID CAR				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
COMMONLY-GT 50%	16	16	28.070	28.070	
SOME (LT 50%)	12	28	21.053	49.123	
RARELY, IF AT ALL	9	37	15.789	64.912	
DO NOT KNOW	20	57	35.088	100.000	

QUES47	FEED COUNS DISCOUR STL FR NONTRAD PROG				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
COMMONLY-GT 50%	8	8	14.035	14.035	
SOME (LT 50%)	15	23	26.316	40.351	
RARELY, IF AT ALL	13	36	22.807	63.158	
DO NOT KNOW	21	57	36.842	100.000	

INSTRUCTORS SURVEY1

14:22 FRIDAY, OCTOBER 21,

INSTRUCTORS SURVEY1 (FREQUENCIES - QUESTION 1 THRU 104)

QUES48	RULE DENY ADMIS TO PRGG ON SEX			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
COMMONLY-GT 50%	1	1	1.754	1.754
SOME (LT 50%)	2	3	3.509	5.263
RARELY, IF AT ALL	42	45	73.684	78.947
DO NOT KNOW	12	57	21.053	100.000

QUES49	QUOTA LIMITING NUMBER ADMITTED TO PRGG			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
COMMONLY-GT 50%	2	2	3.509	3.509
SOME (LT 50%)	2	4	3.509	7.018
RARELY, IF AT ALL	45	49	78.947	85.965
DO NOT KNOW	8	57	14.035	100.000

QUES50	UNWRIT UNDERST PRGG MALE CTH CLR FEM			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
COMMONLY-GT 50%	4	4	7.018	7.018
SOME (LT 50%)	8	12	14.035	21.053
RARELY, IF AT ALL	38	50	68.667	87.719
DO NOT KNOW	7	57	12.281	100.000

QUES51	TEND CCURS SUG TRAC CPT TO STD UNDEC			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
COMMONLY-GT 50%	15	15	26.316	26.316
SOME (LT 50%)	11	26	19.298	45.614
RARELY, IF AT ALL	16	42	28.070	73.684
DO NOT KNOW	15	57	26.316	100.000

QUES52	TEND CCURS DISCUR STL FR NONTRAD PRGG			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
COMMONLY-GT 50%	3	3	5.263	5.263
SOME (LT 50%)	9	12	15.789	21.053
RARELY, IF AT ALL	26	40	45.123	70.175
DO NOT KNOW	17	57	29.825	100.000

QUES53	RELUCT BY TEACH HAVE NONTRAD STL CCURS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
COMMONLY-GT 50%	2	2	3.509	3.509
SOME (LT 50%)	7	9	12.281	15.789
RARELY, IF AT ALL	45	54	78.947	94.737
DO NOT KNOW	3	57	5.263	100.000

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INSTRUCTORS SURVEY1

14:22 FRIDAY, OCTOBER 21, 1986

INSTRUCTORS SURVEY1 (FREQUENCIES - QUESTION 1 THRU 104)

QUES54	TEND TAKE SEX OF STU IN CONSID TYPE CDDP				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
COMMONLY-GT 50%	3	3	5.263	5.263	
SCME (LT 50%)	13	16	22.807	28.070	
RAKELY, IF AT ALL	31	47	54.386	82.456	
DC NOT KNOWN	10	57	17.544	100.000	

QUES55	DEVELOP PROG MAKE STU AWARE OF SEX INEL				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
NO PLAN TO DO IT	1	1	23.214	23.214	
WILL DO IT	13	14	3.571	26.786	
INFORMAL IMPLM	30	44	53.571	80.357	
FORMAL IMPLM BEG	4	48	7.143	87.500	
FULL IMPLM/CCMP	7	55	12.500	100.000	

QUES56	CONDUCT PROG FOR STU ENCOUR NONTRAD PROG				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
NO PLAN TO DO IT	1	1	19.643	19.643	
WILL DO IT	11	12	5.357	25.000	
INFORMAL IMPLM	20	32	48.429	71.429	
FORMAL IMPLM BEG	4	36	7.143	78.571	
FULL IMPLM/CCMP	12	48	21.429	100.000	

QUES57	CONDUCT SPEC PROG FOR STU NONTRAD AREAS				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
NO PLAN TO DO IT	1	1	41.071	41.071	
WILL DO IT	23	24	3.571	44.643	
INFORMAL IMPLM	17	41	30.357	75.000	
FORMAL IMPLM BEG	3	44	5.357	80.357	
FULL IMPLM/CCMP	11	55	19.643	100.000	

QUES58	CONDUCT PROG FOR EMPLOY PROG SEX INEL				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
NO PLAN TO DO IT	4	4	58.491	58.491	
WILL DO IT	31	35	7.527	66.018	
INFORMAL IMPLM	7	42	26.415	92.433	
FORMAL IMPLM BEG	14	56	3.774	96.226	
FULL IMPLM/CCMP	2	58	3.774	100.000	

INSTRUCTORS SURVEY1

14:22 FRIDAY, OCTOBER 21, 19

INSTRUCTORS SURVEY1 (FREQUENCIES - QUESTION 1 THRU 104)

QUES59	SPECIAL GUIDANCE AVAIL TO NONTRAD STU			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	2			
NO PLAN TO DO IT	12	12	21.818	21.818
WILL DO IT	3	15	5.455	27.273
INFORMAL IMPLM	29	44	52.727	80.000
FORMAL IMPLM BEG	2	46	3.636	83.636
FULL IMPLM/CCPP	9	55	16.364	100.000

QUES60	DAY CARE AVAIL TO CHILDREN OF VGC STU			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	5			
NO PLAN TO DO IT	4	4	84.615	84.615
WILL DO IT	3	47	5.769	90.385
INFORMAL IMPLM	2	49	3.846	94.231
FORMAL IMPLM BEG	1	50	1.923	96.154
FULL IMPLM/CCPP	2	52	3.846	100.000

QUES61	YOU ATTEND PRPG MAKE AWAKE PROB SEX DISC			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	1			
NO	34	34	60.714	60.714
YES	20	54	35.714	96.429
NCT SURE	1	55	1.786	98.214
	5	1	56	1.786
	1	56	1.786	100.000

QUES62	WHO CONDUCTED ACTIVITIES			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	2			
STATE VGC ECU AG	10	10	18.182	18.182
LCC/CCM COL DIST	4	14	7.273	25.455
SCHOOL	6	20	10.909	36.364
OTHER	2	22	3.636	40.000
NOT APPLICABLE	33	55	60.000	100.000

QUES63	HOW EFFECTIVE WERE THEY			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	2			
VERY INEFFECTIVE	2	2	3.636	3.636
CAN NCT SAY	4	6	7.273	10.909
SOMEWHAT EFFECTIV	11	17	20.000	30.909
VERY EFFECTIVE	6	23	10.909	41.818
NCT APPLICABLE	32	55	58.182	100.000

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INSTRUCTORS SURVEY1

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INSTRUCTORS SURVEY1 (FREQUENCIES - QUESTION 1 THRU 104)

QUES64	YOU ATTEND PRG TO IDENT SEX-FAIR MATER			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
NO	1	1	48.214	48.214
YES	27	27	46.429	94.643
NCT SURE	3	56	5.357	100.000

QUES65	WHO CONDUCTED ACTIVITIES			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STATE VCC ECU AG	2	2	21.818	21.818
LCC/COM COL DIST	12	12	9.091	30.909
SCHOOL	5	17	20.000	50.909
NOT APPLICABLE	11	28	49.091	100.000

QUES66	HOW EFFECTIVE WERE THEY			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
VERY INEFFECTIVE	2	2	3.636	3.636
CAN NOT SAY	2	4	14.545	18.182
SOMEWHAT EFFECTIV	8	10	23.636	41.818
VERY EFFECTIVE	13	23	10.909	52.727
NOT APPLICABLE	6	29	47.273	100.000

QUES67	TAUGHT CLASS INCLUDING NONTRAD STUDENTS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
YES	49	49	85.965	85.965
NC	8	57	14.035	100.000

QUES68	COUNSEL INFORMALLY STU IN NONTRAD PRG			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
YES	41	41	71.930	71.930
NC	16	57	28.070	100.000

QUES69	COUNSEL FORMALLY STU IN NONTRAD PRG			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
YES	16	16	28.070	28.070
NC	41	57	71.930	100.000

INSTRUCTORS SURVEY1

14:22 FRIDAY, OCTOBER 21, 19

INSTRUCTORS SURVEY1 (FREQUENCIES - QUESTION 1 THRU 104)

QUESTO	PROVIDED SUPPORT SERVICES			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
YES	26	26	45.614	45.614
NC	31	57	54.386	100.000

QUEST71	WORKED TO ENCOUR ENROLLMENT CONTRAD STU			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
YES	24	24	42.105	42.105
NC	33	57	57.895	100.000

QUEST72	HOW STU COMPARE IN THEORY PORTIONS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
MALES BETTOR	1	1	1.786	1.786
ABOUT EQUAL	46	47	82.143	83.929
FEMALES BETTOR	5	52	8.929	92.857
TOO FEW FEMALES	4	56	7.143	100.000

QUEST73	HAVE TEST DATA SHCW DIFF OR EQUAL			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
NO	1	1	1.429	1.429
YES, MALE DO BEST	12	13	21.429	23.214
YES, FEM DO BEST	1	14	1.786	25.000
YES, ABOUT EQUAL	3	17	5.357	30.571
NCT APPLICABLE	32	49	57.143	87.714
	8	56	14.286	100.000

QUEST74	HOW STU COMPARE IN LAB PORTIONS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
MALES BETTOR	2	2	2.727	2.727
ABOUT EQUAL	41	43	74.545	77.273
FEMALES BETTOR	4	47	3.636	80.909
TOO FEW MALES	1	48	1.818	82.727
TOO FEW FEMALES	4	52	7.273	100.000

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INSTRUCTORS SURVEY I

14:22 FRIDAY, OCTOBER 21, 1966

INSTRUCTORS SURVEY I (FREQUENCIES - QUESTION 1 THRU 104)

QUES75	HAVE TEST DATA SHOWN DIFF OR EQUAL			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
NO	1	1	26.786	26.786
YES, MALE DO BEST	15	16	8.929	35.714
YES, FEM DO BEST	2	22	3.571	39.286
YES, ABOUT EQUAL	27	49	48.214	87.500
NCT APPLICABLE	7	56	12.500	100.000

QUES76	HOW DO YOU COMPARE IN COOP PERFORMANCE			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
MALES BETTER	0	0	4.082	4.082
ABOUT EQUAL	2	2	63.265	67.347
FEMALES BETTER	31	33	2.041	69.388
TOO FEW MALES	1	34	8.163	77.551
TOO FEW FEMALES	4	38	22.444	100.000

QUES77	MALE OF YOUR PROG IN FIELD TRAINING			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
VERY SATISFIED	1	1	30.357	30.357
SATISFIED	17	17	42.857	73.214
VERY DISSATISFIED	24	41	1.786	75.000
DO NOT KNOW	1	42	25.000	100.000

QUES78	FEMALE OF YOUR PROG IN FIELD TRAINING			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
VERY SATISFIED	3	3	31.481	31.481
SATISFIED	17	17	37.037	68.519
VERY DISSATISFIED	20	37	1.852	70.370
DO NOT KNOW	1	38	29.836	100.000

QUES79	FREQUENCY CUM FREQ PERCENT CUM PERCENT			
VERY SATISFIED	1	1	17.857	17.857
SATISFIED	10	10	33.929	51.786
DISSATISFIED	19	29	1.786	53.571
VERY DISSATISFIED	1	30	1.786	55.357
DO NOT KNOW	1	31	44.043	100.000

INSTRUCTORS SURVEY1

14:22 FRIDAY, OCTOBER 21, 1984

INSTRUCTORS SURVEY1 (FREQUENCIES - QUESTION 1 THRU 104)

QUES80	FEMALE OF TRAD FREQUENCY	MALE PRG CUM FREQ	IN FLC TRAINED PERCENT	CUM PERCENT
VERY SATISFIED	2	0	12.727	12.727
SATISFIED	7	7	25.455	38.182
VERY DISSATISFIC	14	21	1.818	40.000
DO NOT KNOW	1	22	60.000	100.000
	33	55		

QUES81	MALE OF TRAD FREQUENCY	FEM PRG CUM FREQ	IN FIELD TRAINED PERCENT	CUM PERCENT
VERY SATISFIED	1	0	10.714	10.714
SATISFIED	0	0	23.214	33.929
DISSATISFIED	13	19	1.786	35.714
VERY DISSATISFIC	1	20	1.786	37.500
DO NOT KNOW	1	21	62.500	100.000
	35	56		

QUES82	FEM OF TRAD FREQUENCY	FEM PRG CUM FREQ	IN FIELD TRAINED PERCENT	CUM PERCENT
VERY SATISFIED	2	0	20.000	20.000
SATISFIED	11	11	23.636	43.636
VERY DISSATISFIC	13	24	1.818	45.455
DO NOT KNOW	1	25	54.545	100.000
	30	55		

QUES83	WHICH TYP EVID SHW EMPLOY SATISFAC GRAD FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
WRITTEN SURVEY	2	0	23.636	23.636
STAND INTERVIEW	13	13	14.545	38.182
INFORM INTERVIEW	8	21	29.091	67.273
OTHER	16	37	3.636	70.909
N/A, NO SURVEYS	2	39	25.091	100.000
	16	55		

QUES84	ARE SCHOOL BULLETIN BOARDS SEX FAIR FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
TOTALLY SEX FAIR	2	0	50.364	50.364
MOSTLY SEX FAIR	31	31	40.000	90.364
SEX BIASED	22	53	1.818	98.182
BLATENT SEX BIAS	1	54	1.818	100.000
	1	55		

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INSTRUCTORS SURVEY1 (FREQUENCIES - QUESTION 1 THRU 104)

QUES85	ARE RESTROOM EQUALLY CONVENIENT TO CLASS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
YES	1	1	92.857	92.857
NO, MALE CLOSER	52	52	5.357	98.214
NO, FEMALE CLOSER	3	55	1.786	100.000

QUES86	ARE RESTROOM EQUALLY CONVENIENT TO LAB			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
YES	1	1	83.929	83.929
NO, MALE CLOSER	47	47	5.357	89.286
NO, FEMALE CLOSER	3	50	1.786	91.071
NOT APPLICABLE	5	55	8.929	100.000

QUES87	ARE ROOMS FOR CHG CLOTHES EQ CONVENIENT			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
YES	1	1	50.000	50.000
NO, MALE CLOSER	20	21	1.786	51.786
NO, FEMALE CLOSER	1	22	1.786	53.571
NOT APPLICABLE	23	45	41.071	94.643
	5	50	5.357	100.000

QUES88	ARE TOOLS AVAIL DE-EMPH HGT, WGT, STRENGTH			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
YES	1	1	69.643	69.643
NOT APPLICABLE	39	40	5.357	75.000
	5	45	25.000	100.000

QUES89	ARE TEXT AND LAB BOOKS SEX FAIR			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
FAIR, W/ JOB CPPCR	1	1	94.643	94.643
FAIR, W/ JOB CPPC	53	54	3.571	98.214
BIASED, W/ CPPCRT	2	56	1.786	100.000

INSTRUCTORS SURVEY1

14:22 FRIDAY, OCTOBER 21, 1961

INSTRUCTORS SURVEY1 (FREQUENCIES - QUESTION 1 THRU 104)

QUES90	ARE HANDBOOKS SEX-FAIR			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	3			
FAIR, SAL & CPPCR	38	38	70.370	70.370
FAIR, NOT INCLUDE	15	53	27.778	98.148
BIASED, NOT INCLD	1	54	1.852	100.000

QUES91	IS CLASS SYLLABUS SEX-FAIR			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	2			
TOTALLY SEX FAIR	52	52	94.545	94.545
MOSTLY SEX FAIR	3	55	5.455	100.000

QUES92	EVAL SHD USED TO REVIEW SEX FAIR CF BCK			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	2			
ALL MATERIALS	13	13	23.636	23.636
SOME MATERIALS	8	21	14.545	38.182
BIASED, SAL & CPP	5	26	9.091	47.273
BIASED, NOT INCLD	28	54	50.909	98.182
	5	55	1.818	100.000

QUES93	ARE GUIDE CONCERN SEX-FAIR MATER AVAIL			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	3			
YES	28	28	51.852	51.852
NO	9	37	16.667	68.519
NO, AVAIL CEN LCC	8	45	14.815	83.333
NONE AVAILABLE	9	54	16.667	100.000

QUES94	IS CURRICU GUIDE FOR YOUR PRCG SEX-FAIR			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	1			
TOTALLY SEX FAIR	51	51	91.071	91.071
MOSTLY SEX FAIR	5	56	8.929	100.000

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INSTRUCTORS SURVEY1

14:22 FRIDAY, OCTOBER 21, 1980

INSTRUCTORS SURVEY1 (FREQUENCIES - QUESTION 1 THRU 104)

QUES95	ARE READINGS ON SEX AVAIL TO STUDENTS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
		1			
AVAIL, EASY ACCES		16	16	28.571	28.571
AVAIL, NC EAS ACC		2	18	3.571	32.143
AVAIL ON REQUEST		14	32	25.000	57.143
NOT AVAILABLE		23	55	41.871	98.214
	5	1	56	1.786	100.000

INSTRUCTORS SURVEY1

14:22 FRIDAY, OCTOBER 21, 1977

INSTRUCTORS SURVEY1 (MEANS - QUESTION 1 THRU 104)

VARIABLE	LABEL	N	N MISSING	MEAN	STANDARD DEVIATION
QUES1	WOMEN CHOOS NONTRAD CAR LESS RESPEC MEN	57	0	2.2281	0.8665
QUES2	MEN CHOOS NONTRAD CAR LESS RESPEC WOM	57	0	2.2982	0.8220
QUES3	FEM SEEKS CAR TRAD MALE LESS SUCC LIVE	55	2	1.8727	0.8610
QUES4	MALE SEEK CAR TRAD FEM LESS SUCC LIVES	55	2	1.7818	0.8032
QUES5	WOMEN AND MEN NATURALLY SUITED DIFF JOBS	57	0	2.4035	1.1150
QUES6	MEN AND WOMEN EQUAL OPPOR TRNG SUCC JOBS	57	0	3.7544	0.8230
QUES7	NOTH WRG ENCCUR WOMEN TRN TRAD MAL OCCUP	57	0	3.7719	0.7314
QUES8	NOTH WRG ENCCUR MEN TRN TRAD FEM JOBS	57	0	3.7016	0.7314
QUES9	FEM MALE PROG MORE MOTIV THAN FEM IN FEM	55	2	2.6545	1.0010
QUES10	MALE FEM PROG LESS MOTIV THAN MAL IN MA	55	2	1.8545	0.8610
QUES11	FEM VOC STU PREF CLASSES MOST FEM	56	1	2.4843	0.8710
QUES12	MALE VOC STU PREF CLASSES MOST MALE	56	1	2.5929	0.8610
QUES13	EMPLOY NOT HIRE WOM IN JOBS TRAD MEN	56	1	2.2879	0.9610
QUES14	EMPLOY NOT HIRE MEN IN JOBS TRAD WOM	56	1	2.3032	0.7110
QUES15	FEM BETTER SUIT SUPERVIS OF MOST WOM	54	2	2.7037	0.6910
QUES16	FEM BETTER SUIT SUPERVIS OF MOST MEN	54	2	2.7074	0.6210
QUES17	HOW IMPOR FOR WOM PREP WORK OUT HOME	56	1	3.8571	0.8510
QUES18	THINK MORE IMPOR FOR MEN PREP WORK OUT	56	1	2.7321	1.0710
QUES19	THINK SEX DISCRIMINATION A PROBLEM	56	1	3.1250	0.7610
QUES20	THINK MEN AND WOM EQUAL ACCESS TO OCCUP	56	1	2.5717	0.5610
QUES21	ADMIN SHD RESPEC WISH TEACH NOT MAL CCUR	55	2	1.2000	0.4410
QUES22	ADMIN SHD RESPEC WISH TEACH NOT FEM CCUR	55	2	1.2000	0.4410
QUES23	STAFF PRACTICE SEX DISCRIM SHD BE COUNS	56	1	3.5714	0.8410
QUES24	STAFF PRACT SEX DISCRIM SHD ATTEND WKSH	55	2	2.9818	0.8710
QUES25	STAFF PRACTICE SEX DISCRIM SHD BE FIRED	54	2	2.1250	0.7510
QUES26	STAFF PRACT SEX DISCRIM SHD NO ACTION TAK	56	1	1.8429	0.8610
QUES27	HOW IMPOR VOC TEACH CLD BE FEM CAR CHOIC	57	0	1.8431	0.8410
QUES28	HOW IMPOR VOC TEACH CLD BE MAL CAR CHOIC	57	0	1.8451	0.8110
QUES29	HOW IMPOR VOC TEACH ARE FEM CAR CHOICES	57	0	2.2807	0.8610
QUES30	HOW IMPOR VOC TEACH ARE MALE CAR CHOICES	57	0	2.3125	0.8410
QUES31	HOW IMPOR VOC TEAC INFL FEM ATTI SEX INE	57	0	1.8842	0.8810
QUES32	HOW IMPOR VOC TEAC INFL MAL ATTI SEX INE	57	0	1.7153	0.8610
QUES33	HOW IMPOR VOC TEACH ARE INFLU FEM ATTI	57	0	2.1754	0.9210
QUES34	HOW IMPOR VOC TEACH ARE INFLU MAL ATTI	57	0	2.2105	0.8810
QUES35	HOW IMPOR YOU ARE INFL FEM CAR CHOICES	56	1	1.9843	0.7610
QUES36	HOW IMPOR YOU ARE INFL MALE CAR CHOICE	56	1	1.9843	0.8010
QUES37	HOW IMPOR YOU ARE INFL FEM ATTI SEX INE	57	0	2.1754	0.9010
QUES38	HOW IMPOR YOU ARE INFL MAL ATTI SEX INE	57	0	2.2807	0.8110
QUES39	MALE NONTRAD PROG SAME ATTRITION AS FEM	56	1	3.0000	0.9910
QUES40	FEM NONTRAD PROG SAME ATTRITION AS MALES	56	1	3.0179	1.1010
QUES41	ATTRI DIFF WHAT ACCUNT WHEN MAL IN PROG	56	1	3.4266	1.3310
QUES42	ATTRI DIFF WHAT ACCUNT WHEN FEM IN PROG	56	1	3.1807	1.4710
QUES43	ARE WORK CO-OPS ARRANGED FOR STU	56	1	1.8393	0.8610
QUES44	HOW WELL FEM IN TRAD MALE CCUR ACCEPT	56	1	3.8564	0.8710
QUES45	HOW WELL MALE IN TRAD FEM CCUR ACCEPT	55	2	3.7273	0.9110
QUES46	FEED COUNS SUG DIFF CPT STL UNDECLD CAR	57	0	2.5789	1.2310
QUES47	FEED COUNS DISCOUR STU FR NONTRAD PROG	57	0	2.8246	1.0810
QUES48	ROLE GENV ADMIS TO PROG ON SEX	57	0	3.1404	0.9410
QUES49	QUOTA LIMITING NUMBER ADMITTED TO PROG	57	0	3.0351	0.9610
QUES50	UNWRIT UNDERST PROG MALE CTR COLR FEM	57	0	2.8421	0.7210
QUES51	TEND COUNS SUG TRAD CPT TO STU UNDEC	57	0	2.5439	1.1210
QUES52	TEND COUNS DISCOUR STU FR NONTRAD PROG	57	0	3.0351	0.8610
QUES53	RELUCT BY TEACH HAVE NONTRAD STU COUNS	57	0	2.8596	0.9410

INSTRUCTORS SURVEY I (MEANS - QUESTION 1 THRU 104)

VARIABLE	LABEL	N	N MISSING	MEAN	STANDARD DEVIATION
JES54	TEND TAKE SEX OF STU IN CONSID TYPE CCOP	57	0	2.8421	0.7744
JES55	DEVELOP PRCG MAKE STU AWARE OF SEX IAEJ	56	1	2.8214	1.2374
JES56	CONDUCT PRCG FOR STL ENCOUR NONTRAD PROG	56	1	3.0536	1.3406
JES57	CONDUCT SPEC PRCG FOR STU NONTRAD AREAS	56	1	2.5853	1.5466
JES58	CONDUCT PRCG FOR EMPLOY PRCG SEX INEW	53	4	1.8875	1.1609
JES59	SPECIAL GUIDANCE AVAIL TO NONTRAD STU	52	2	2.8727	1.2774
JES60	CAY CARE AVAIL TO CHILDREN OF VEC STU	52	3	1.3462	0.9473
JES61	YOU ATTEND PRCG MAKE AWARE PRCG SEX DISC	56	1	1.4643	0.7126
JES62	WHO CONDUCTED ACTIVITIES	53	2	3.6000	1.6262
JES63	HOW EFFECTIVE WERE THEY	53	2	4.1273	1.1872
JES64	YOU ATTEND PRCG TO IDENT SEX-FAIR MATER	56	1	1.5714	0.5587
JES65	WHO CONDUCTED ACTIVITIES	53	2	3.4545	1.6646
JES66	HOW EFFECTIVE WERE THEY	53	2	3.6364	1.2731
JES67	TAUGHT CLASS INCLUDING NONTRAD STUDENTS	57	0	1.1404	0.3504
JES68	COUNSEL INFORMALLY STU IN NONTRAD PRCG	57	0	1.2807	0.4533
JES69	COUNSEL FORMALLY STU IN NONTRAD PRCG	57	0	1.7193	0.4533
JES70	PROVIDED SUPPORT SERVICES	57	0	1.5435	0.5025
JES71	WORKED TO ENCOUR ENROLLMENT NONTRAD STU	57	0	1.5789	0.4561
JES72	HOW STU COMPARE IN THEORY PORTIONS	56	1	2.2827	0.8449
JES73	HAVE TEST DATA SHOW DIFF OR EQUAL	56	1	3.7107	1.3721
JES74	HOW STU COMPARE IN LAB PORTIONS	53	2	2.1636	0.5366
JES75	HAVE TEST DATA SHOW DIFF OR EQUAL	52	1	3.1671	1.4731
JES76	HOW STU COMPARE IN CCOP PERFORMANCE	49	3	2.6163	1.2334
JES77	MALE OF YOUR PRCG IN FIELD TRAINED	56	1	2.4521	1.5606
JES78	FEMALE OF YOUR PRCG IN FIELD TRAINED	54	3	2.6111	1.6531
JES79		56	1	3.2143	1.6518
JES80	FEMALE OF TRAD MALE PRCG IN FLD TRAINED	53	2	3.7691	1.6519
JES81	MALE OF TRAD FEM PRCG IN FIELD TRAINED	56	1	3.0214	1.5967
JES82	FEM OF TRAD FEM PRCG IN FIELD TRAINED	53	2	3.4727	1.7516
JES83	WHICH TYP EVID SHOW EMPLOY SATISFAC GRAD	53	2	3.6000	1.5275
JES84	ARE SCHCOL BULLETIN BCARDS SEX FAIR	53	2	1.4909	0.6346
JES85	ARE RESTROOM EQUALLY CONVENIENT TO CLASS	56	1	1.0893	0.3456
JES86	ARE RESTROOM EQUALLY CONVENIENT TO LAB	56	1	1.3571	0.9031
JES87	ARE WCOMS FOR CLO CLOTHES E CONVENIENT	56	1	2.5000	1.5603
JES88	ARE TOOLS AVAIL DE-EMPH HGT, WGT, STRENGTH	56	1	2.1667	1.7865
JES89	ARE TEXT AND LAB BOOKS SEX FAIR	56	1	1.0893	0.4380
JES90	ARE HANDBOOKS SEX-FAIR	54	3	1.3333	0.5626
JES91	IS CLASS SYLLABUS SEX-FAIR	53	2	1.0245	0.2292
JES92	EVAL SHD USED TO REVIEW SEX FAIR OF EQUA	53	2	2.5273	1.3032
JES93	ARE GUIDE CONCERN SEX-FAIR MATER AVAIL	54	3	1.9630	1.1649
JES94	IS CURRICU GUIDE FOR YOUR PRCG SEX-FAIR	56	1	1.0893	0.2877
JES95	ARE READINGS ON SEX AVAIL TO STUDENTS	56	1	2.8333	1.2500
JES96	ARE NONTRAD MODELS USED AS RESOURCE	56	1	2.1250	0.9547
JES97	HOW MANY TRAD MODEL USED AS RESOURCE	52	5	2.6538	1.3414
JES98	AVAIL EXPR ACTIV IN NONTRAD SET FOR STU	53	4	2.6636	1.1659
JES99	ARE AUDIO VISUAL MATERIALS SEX FAIR	56	1	1.3333	0.4773
JES100	MORE ILLUSTRATIONS OF MALES THAN FEM	56	1	1.7500	0.4369
JES101	MALES AND FEM SHOWN IN STEREC ACTIVI	53	2	1.7273	0.4492
JES102	BOSSSES AND LEADERS SHOWN HERE	54	3	1.6852	0.4686
JES103	FEM SHOWN AS LEADERS IN NONTRAD MOLES	54	3	1.3148	0.4686
JES104	FEM SHOWN AS BOSSES OF MATERIAL	53	4	1.2453	0.4344

STUDENTS SURVEY1

14131 FRIDAY, OCTOBER 21, 196

STUDENTS SURVEY1 (FREQUENCIES - QUESTION 1 THRU 5C)

QUES1	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	12	12	3.906	3.906
FOURTEEN	12	24	8.911	12.817
FIFTEEN	27	51	23.706	36.523
SIXTEEN	72	123	38.399	74.922
SEVENTEEN	118	241	24.422	100.000
EIGHTEEN	74	303		

QUES2	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	1	1	3.096	3.096
BELOW AVERAGE	16	17	57.043	60.139
AVERAGE	181	197	23.885	84.024
VERY GOOD	72	269	13.378	100.000
EXCELLENT	42	311		

QUES3	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DEF. UNSATISFIED	11	11	3.492	3.492
NCT VERY SATISFCD	20	31	6.349	9.841
SOMEWHAT SATISFCD	188	199	53.333	63.175
DEF. SATISFIED	115	314	36.508	99.683
	5	319	0.317	100.000

QUES4	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DEF. UNSATISFIED	7	7	2.224	2.224
NCT VERY SATISFCD	30	37	9.524	11.748
SOMEWHAT SATISFCD	125	162	37.083	51.429
DEF. SATISFIED	152	314	46.254	97.683
	5	319	0.317	100.000

QUES5	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DEF. UNSATISFIED	19	19	6.032	6.032
NCT VERY SATISFCD	41	60	13.016	19.048
SOMEWHAT SATISFCD	137	197	43.492	62.540
DEF. SATISFIED	118	315	36.025	98.565
	5	320	0.635	100.000

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STUDENTS SURVEY1

14:31 FRIDAY, OCTOBER 21, 1

STUDENTS SURVEY1 (FREQUENCIES - QUESTION 1 THRU 30)

QUES6	HOW SATISF WITH JOB PLACEMENT INFO			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DEF. UNSATISFIED	13	13	4.127	4.127
NCT VERY SATISFCD	59	72	18.730	22.857
SOMEWHAT SATISFCD	125	197	39.683	62.540
DEF. SATISFIED	116	313	36.825	99.365
5	2	315	0.635	100.000

QUEST7	HOW SATISF TRNG FOR GOOD WELL-PAYING JOB			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DEF. UNSATISFIED	15	15	4.762	4.762
NCT VERY SATISFCD	44	59	13.968	18.730
SOMEWHAT SATISFCD	121	180	38.413	57.143
DEF. SATISFIED	130	310	41.270	98.413
5	5	315	1.587	100.000

QUES8	THINK SEX DISCRIM PROBLEM			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
NCT A PROBLEM	59	59	18.790	18.790
NCT SURE	111	170	35.350	54.140
MINOR PROBLEM	102	272	32.484	86.624
SERIOUS PROBLEM	41	313	13.057	99.682
5	1	314	0.318	100.000

QUES9	WOMEN AND MEN NATUR SUITED DIFF JOBS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE STRONGLY	38	38	12.063	12.063
DISAGREE SOMEWHAT	84	122	26.317	38.381
AGREE SOMEWHAT	150	256	47.015	85.396
AGREE STRONGLY	61	313	19.365	99.365
5	2	315	0.635	100.000

QUES10	WOMEN AND MEN EQUAL OPPOR TRNG GOOD JOBS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE STRONGLY	1	1	0.317	0.317
DISAGREE SOMEWHAT	5	6	1.592	2.229
AGREE SOMEWHAT	58	64	17.814	20.043
AGREE STRONGLY	245	309	78.025	98.069
5	6	314	1.911	100.000

STUDENTS SURVEY1

14:31 FRIDAY, OCTOBER 21, 1966

STUDENTS SURVEY1 (FREQUENCIES - QUESTION 1 THRU 30)

QUES11	NOTH WRG ENCCUR WOMEN TRN	TRAD MAL OCCUP
	FREQUENCY CUM FREQ PERCENT	CUM PERCENT
DISAGREE STRNGLY	12	3.810
DISAGREE SCMEWHT	22	6.984
AGREE SCMEWHT	107	33.968
AGREE STRONGLY	170	53.968
5	315	100.000

QUES12	NOTH WRG ENCCUR MEN TRN	TRAD FEM OCCUP
	FREQUENCY CUM FREQ PERCENT	CUM PERCENT
DISAGREE STRNGLY	2	4.153
DISAGREE SCMEWHT	13	9.265
AGREE SCMEWHT	29	39.936
AGREE STRONGLY	125	45.687
5	313	100.000

QUES13	FEM MALE PROG MORE MCTIV THAN FEM IN FEM
	FREQUENCY CUM FREQ PERCENT CUM PERCENT
DISAGREE STRNGLY	3
DISAGREE SCMEWHT	32
AGREE SCMEWHT	51
AGREE STRONGLY	133
5	312

QUES14	MALE FEM PROG LESS MCTIV THAN MALE IN MA
	FREQUENCY CUM FREQ PERCENT CUM PERCENT
DISAGREE STRNGLY	4
DISAGREE SCMEWHT	45
AGREE SCMEWHT	91
AGREE STRONGLY	125
5	311

QUES15	MALE VCC STU PREF CLASSES MOST MALE
	FREQUENCY CUM FREQ PERCENT CUM PERCENT
DEFINITELY	2
PROBABLY	69
PROBABLY NCT	138
DEFINITELY NCT	78
5	313

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STUDENTS SURVEY1

14:31 FRIDAY, OCTOBER 21, 196

STUDENTS SURVEY1 (FREQUENCIES - QUESTION 1 THRU 30)

QUES16	FEM VCC STU PREF CLASSES MOST FEM	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DEFINITELY	2	2	15.974	15.974	
PROBABLY	50	50	45.048	61.022	
PROBABLY NOT	141	191	28.115	89.137	
DEFINITELY NOT	88	279	10.543	99.681	
5	33	312	0.315	100.000	

QUES17	EMPLOY NOT HIRE MEN IN JOBS TRAD WOMEN	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DEFINITELY	3	3	8.974	8.974	
PROBABLY	28	28	39.423	48.397	
PROBABLY NOT	123	151	42.628	91.026	
DEFINITELY NOT	133	284	8.654	99.679	
5	27	311	0.321	100.000	

QUES18	EMPLOY NOT HIRE WOMEN IN JOBS TRAD MEN	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DEFINITELY	2	2	12.460	12.460	
PROBABLY	39	39	52.077	64.537	
PROBABLY NOT	163	202	27.796	92.332	
DEFINITELY NOT	87	289	7.668	100.000	

QUES19	THINK MEN AND WOM EQUAL OPPORT TO OCCUP	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
NO, SUITED 1 SEX	17	17	5.397	5.397	
YES, SOME EXCEPTS	175	192	55.558	60.952	
YES, NO EXCEPTS	120	312	38.095	99.048	
4	3	315	0.952	100.000	

QUES20	SCHOOL BOARDS SHOW EQUAL MALE/FEM REPRES	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
ENTIRELY EQUAL	1	1	21.975	21.975	
MOSTLY EQUAL	69	69	57.325	79.299	
SOMEWHAT UNEQUAL	180	249	16.561	95.860	
VERY UNEQUAL	52	301	3.822	99.682	
5	12	313	0.318	100.000	

STUDENTS SURVEY1

14:31 FRIDAY, OCTOBER 21, 1980

STUDENTS SURVEY1 (FREQUENCIES - QUESTION 1 THRU 30)

QUES21	ARE RESTROOM EQUALLY CONVENIENT TO CLASS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
YES	283	283	85.841	85.841
NO, MALE CLOSER	10	293	5.079	90.921
NO, FEMALE CLOSER	15	314	4.762	95.683
	4	315	0.317	100.000

QUES22	ARE RESTROOM EQUALLY CONVENIENT TO LAB			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
YES	271	271	86.032	86.032
NO, MALE CLOSER	27	298	8.571	94.603
NO, FEMALE CLOSER	12	310	3.810	98.413
	4	314	1.270	99.683
	5	315	0.317	100.000

QUES23	ARE ROOMS FOR CHG CLOTH EQUAL CONVENIENT			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
YES	1	1	54.777	54.777
NO, MALE CLOSER	10	10	5.096	59.873
NO, FEMALE CLOSER	7	19	2.229	62.102
NOT APPLICABLE	114	309	36.300	98.408
	5	314	1.592	100.000

QUES24	ARE TOOLS AVAIL DE-EMPHA HOT NOT STRENG			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
NO, SHORTER TOOL	146	146	46.349	46.349
NO, SMALLER TOOL	15	161	4.762	51.111
NO, WEAKER TOOL	30	191	9.524	60.635
NOT APPLICABLE	31	222	9.841	70.476
	93	315	29.524	100.000

QUES25	ARE LIBRARY MATER SEX-FAIR AVAIL			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
YES, BOTH DISP/AV	106	106	33.651	33.651
YES, DISP NOT AVA	18	124	5.714	39.365
YES, AVAIL/NO DIS	85	209	26.984	66.349
NOT AVAILABLE	93	302	29.524	95.873
	13	315	4.127	100.000

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STUDENTS SURVEY1 (FREQUENCIES - QUESTION 1 THRU 30)

QUES26	SCH NEWSPAP INCLUDE ARTICLES ON NONTRAD	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
ALWAYS TRUE		23	23	7.302	7.302
SOMETIMES TRUE		140	169	40.349	53.651
NCT TRUE		78	247	24.702	78.413
NO STUD NEWSPAPE		04	311	20.317	98.730
		4	315	1.270	100.000

QUES27	ARE COURSE REQUIR EQUAL	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
YES		272	272	86.349	86.349
NO, MALES HARDER		12	284	3.810	90.159
NO, FEMALES HARDER		5	289	1.587	91.746
NCT SURE		23	312	7.302	99.048
		3	315	0.952	100.000

QUES28	HAS PROG HAD BOTH MALE AND FEM SPEAKERS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
YES, BOTH		129	129	40.952	40.952
NO, MALE ONLY		37	166	11.746	52.698
NO, FEMALE ONLY		39	205	12.381	65.079
NO SPEAKERS		97	302	30.794	95.873
		13	315	4.127	100.000

QUES29	PROVID OPPOR TO GO NONTRAD WORK SETTING	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
YES, I OBSERVED		2	2	0.635	0.635
YES, I DID NOT GO		80	82	26.032	26.667
NO OPPORTUN OFFER		24	106	7.668	34.333
NO OPPORTUN AVAIL		129	229	39.333	73.667
NCT INTERESTED		49	278	15.650	89.317
		35	313	11.182	100.000

QUES30	CAR INFL PRESENT EQUAL AVAIL	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
ALL THE TIME		4	4	1.270	1.270
MORE FOR MALES		102	106	32.090	33.360
MORE FOR FEMALES		38	200	12.219	45.579
DO NOT KNOW		15	215	4.823	50.402
		90	311	30.806	81.208
					100.000

STUDENTS SURVEY 1

14:31 FRIDAY, OCTOBER 21, 1961

STUDENTS SURVEY 1 (MEANS - QUESTION 1 THRU 30)

VARIABLE	LABEL	N	N MISSING	MEAN	STANDARD DEVIATION
UES1	HOW OLD ARE YOU	303	12	3.7096	1.0555
UES2	RATE YOURSELF AS A STUDENT	314	1	3.4554	0.7870
UES3	HOW SATISF WITH INFO ON DIFF JOBS	315	0	3.2381	0.7252
UES4	HOW SATISF WITH TRAINING FOR SPECIFIC JOB	315	0	3.3452	0.7476
UES5	HOW SATISF WITH TRAINING FOR RELATED JOBS	315	0	3.1302	0.8885
UES6	HOW SATISF WITH JOB PLACEMENT INFO	315	0	3.1111	0.8573
UES7	HOW SATISF TRNG FOR GOOD WELL-PAYING JOB	315	0	3.2055	0.8746
UES8	THINK SEX DISCRIM PROBLEM	314	1	2.4076	0.9489
UES9	WOMEN AND MEN NATUR SPLITED DIFF JOBS	315	0	2.7619	0.9223
UES10	WOMEN AND MEN EQUAL OPPORT TRNG GOOD JOBS	314	1	3.7856	0.9246
UES11	NOTH WRG ENCOUR WOMEN TRN TRAD MAL OCCUP	315	0	3.4150	0.7591
UES12	NOTH WRG ENCOUR MEN TRN TRAD FEM OCCUP	315	0	3.3003	0.8100
UES13	FEM MALE PROG MORE MOTIV THAN FEM IN FEM	312	3	2.4423	0.9437
UES14	MALE FEM PROG LESS MOTIV THAN MALE IN MA	311	4	2.5852	0.9351
UES15	MALE VOC STU PREF CLASSES MOST MALE	313	2	2.2141	0.9061
UES16	FEM VOC STU PREF CLASSES MOST FEM	313	2	2.3419	0.8813
UES17	EMPLOY NOT HIRE MEN IN JOBS TRAD WOMEN	312	2	2.5192	0.7852
UES18	EMPLOY NOT HIRE WOMEN IN JOBS TRAD MEN	313	2	2.3067	0.7650
UES19	THINK MEN AND WOM EQUAL OPPORT TO JOCCUP	315	0	2.3460	0.9591
UES20	SCHOOL BOARDS SHOW EQUAL MALE/FEM REPRER	314	1	2.0316	0.7563
UES21	ARE RESTRICTED EQUALLY CONVENIENT TO CLASS	315	0	1.1556	0.4961
UES22	ARE RESTRICTED EQUALLY CONVENIENT TO LAB	315	0	1.2127	0.5591
UES23	ARE ROOMS FOR CHG CLOTH EQUAL CONVENIENT	314	1	2.2484	1.4531
UES24	ARE TOOLS AVAIL DE-EMPHAS HGT NOT STRENG	315	0	2.7143	1.7630
UES25	ARE LIBRARY MATER SEX-FAIR AVAIL	311	4	2.0174	1.3013
UES26	SCH NEWSPAP INCLUDE ARTICLES ON NONTRAD	314	1	2.0115	0.9223
UES27	ARE COURSE REQUR EQUAL	314	1	1.3153	0.8711
UES28	HAS PROG HAC BOTH MALE AND FEM SPEAKERS	307	8	2.5670	1.3466
UES29	PROVID OPPORT TO GO NONTRAD WORK SETTING	313	2	2.7923	1.8504
UES30	CAR INFO PRESENT EQUAL AVAIL	313	2	2.1023	1.3511

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APPENDIX C

Richardson, Davis, Ehresman Responses

ADMINISTRATORS SURVEY2

11:40 FRIDAY, OCTOBER 21, 19

ADMINISTRATORS SURVEY2 (FREQUENCIES - QUESTIONS 1 THRU 71)

QUES1	STU FIND TEACH WILL WELCOME ANY STUDENT	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE.....	2	2	10.526	10.526	
AGREE.....	7	9	36.842	47.352	
STRONGLY AGREE..	10	19	52.632	100.000	

QUES2	STU FIND TEACH WILL GIVE SAME ASSIGNMENT	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE.....	1	1	5.263	5.263	
AGREE.....	10	11	52.632	57.895	
STRONGLY AGREE..	8	19	42.105	100.000	

QUES3	STU FIND TEACH WILL NOT SEP GRPS FOR PRJ	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
UNDECIDED.....	1	1	5.263	5.263	
AGREE.....	7	8	36.842	42.105	
STRONGLY AGREE..	11	19	57.895	100.000	

QUES4	STU FIND TEACH WILL ONLY FEM/MAL DO DEMO	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRAGLY DISAGREE	8	8	42.105	42.105	
DISAGREE.....	9	17	47.308	89.474	
STRONGLY AGREE..	2	19	10.526	100.000	

QUES5	STU FIND TEACH WILL MAKE COMPARISONS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRAGLY DISAGREE	7	7	36.842	36.842	
DISAGREE.....	8	15	42.105	78.947	
AGREE.....	1	16	5.263	84.211	
STRONGLY AGREE..	3	19	15.769	100.000	

QUES6	STU FIND TEACH WILL ENCOU MAL CH CAR INL	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	9	9	47.358	47.358	
DISAGREE.....	7	16	36.842	84.211	
UNDECIDED.....	1	17	5.263	89.474	
AGREE.....	1	18	5.263	94.737	
STRONGLY AGREE..	1	19	5.263	100.000	

ADMINISTRATORS SURVEY2

11:40 FRIDAY, OCTOBER 21, 1966

ADMINISTRATORS SURVEY2 (FREQUENCIES - QUESTIONS 1 THRU 71)

QUES7	STU FIND TEACH WILL USE SAME GRADING	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	1	5.263	5.263	
DISAGREE.....	1	2	5.263	10.526	
AGREE.....	5	7	26.316	36.842	
STRONGLY AGREE..	12	19	63.158	100.000	

QUES8	STU FIND TEACH WILL ENCOUR COMPL PRG	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE.....	1	1	5.263	5.263	
AGREE.....	0	7	31.579	36.842	
STRONGLY AGREE..	12	19	63.158	100.000	

QUES9	STU FIND TEACH EXPL PRG WHEN SEEK JOB UP	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	1	5.263	5.263	
UNDECIDED.....	2	6	20.316	31.579	
AGREE.....	10	16	52.632	84.211	
STRONGLY AGREE..	3	19	63.158	100.000	

QUES10	STU FIND TEACH NOTIF IF TRT UNFAIR CLASS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
UNDECIDED.....	2	2	20.316	20.316	
AGREE.....	8	13	42.105	63.421	
STRONGLY AGREE..	6	19	63.158	100.000	

QUES11	STU FIND TEACH INFO AVAILABLE ON CPPCRT	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
AGREE.....	10	10	52.632	52.632	
STRONGLY AGREE..	9	19	63.158	100.000	

QUES12	STU FIND TEACH MAKE FUN OF THEM IN CLASS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	16	16	84.211	84.211	
DISAGREE.....	2	18	94.737	94.737	
UNDECIDED.....	1	19	100.000	100.000	

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ADMINISTRATORS SURVEY2 (FREQUENCIES - QUESTIONS 1 THRU 71)

QUES13	STU FIND TEACH USE TEXTBK SHCW M/F WCRK	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
UNDECIDED.....	3	3	15.789	15.789	
AGREE.....	11	14	57.895	73.684	
STRONGLY AGREE..	5	19	26.316	100.000	

QUES14	STU FIND TEACH OPPORT TALK W/PERSON FLU	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE.....	2	2	10.526	10.526	
UNDECIDED.....	2	4	10.526	21.053	
AGREE.....	12	16	63.158	84.211	
STRONGLY AGREE..	3	19	15.789	100.000	

QUES15	STU FIND TEACH TRY ELIMINATE SEX BIAS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
AGREE.....	10	10	52.632	52.632	
STRONGLY AGREE..	9	19	47.368	100.000	

QUES16	STU FIND TEACH USE WCRKS PREV LABEL JCBS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE.....	4	4	21.053	21.053	
UNDECIDED.....	4	8	21.053	42.105	
AGREE.....	8	16	42.105	84.211	
STRONGLY AGREE..	3	19	15.789	100.000	

QUES17	STU LIKE FEEL MALE STU CONSIDERED SISSY	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	4	4	21.053	21.053	
DISAGREE.....	8	12	42.105	63.158	
AGREE.....	6	18	31.579	94.737	
STRONGLY AGREE..	1	19	5.263	100.000	

QUES18	STU LIKE FEEL FEM STU CONSIDERED TOMBOY	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	4	4	21.053	21.053	
DISAGREE.....	12	16	63.158	84.211	
UNDECIDED.....	1	17	5.263	89.474	
AGREE.....	2	19	10.526	100.000	

ADMINISTRATORS SURVEY2

11:40 FRIDAY, OCTOBER 21, 19

ADMINISTRATORS SURVEY2 (FREQUENCIES - QUESTIONS 1 THRU 71)

QUES19	STU LIKE FEEL FREQUENCY	STU ENTER CUM FREQ	COUR FOR SOCIAL PERCENT	CUM PERCENT
STRONGLY DISAGREE	4	4	21.053	21.053
DISAGREE.....	12	16	63.158	84.211
UNDECIDED.....	2	18	10.526	94.737
AGREE.....	1	19	5.263	100.000

QUES20	STU LIKE FEEL FREQUENCY	SOME VCC CUM FREQ	COUR ONLY FOR MAL PERCENT	CUM PERCENT
STRONGLY DISAGREE	10	10	52.632	52.632
DISAGREE.....	7	17	36.842	89.474
UNDECIDED.....	2	19	10.526	100.000

QUES21	STU LIKE FEEL FREQUENCY	STU EXPEL CUM FREQ	MAKE BETTER GRDE PERCENT	CUM PERCENT
STRONGLY DISAGREE	5	5	26.316	26.316
DISAGREE.....	12	17	63.158	89.474
UNDECIDED.....	1	18	5.263	94.737
AGREE.....	1	19	5.263	100.000

QUES22	STU LIKE FEEL FREQUENCY	STU FEEL UNCOMFORTABLE CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	3	3	15.789	15.789
DISAGREE.....	13	16	78.947	94.737
AGREE.....	1	19	5.263	100.000

QUES23	STU LIKE FEEL FREQUENCY	STU NOT TREATED FAIRLY CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	10	10	52.632	52.632
DISAGREE.....	9	19	47.368	100.000

QUES24	STU LIKE FEEL FREQUENCY	STU UNABLE GET JOB IN FLD CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	7	7	36.842	36.842
DISAGREE.....	11	18	57.895	94.737
UNDECIDED.....	1	19	5.263	100.000

QUES25	STU LIKE FEEL FREQUENCY	ALL VCC PROG OPEN TO ALL CUM FREQ	PERCENT	CUM PERCENT
AGREE.....	2	2	10.526	10.526
STRONGLY AGREE..	17	19	89.474	100.000

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ADMINISTRATORS SURVEY2 (FREQUENCIES - QUESTIONS 1 THRU 71)

QUES26	STU LIKE FEEL FEM LACK KNOWLEDGE IN MATH	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	12	12	63.158	63.158	
DISAGREE.....	6	18	31.579	94.737	
AGREE.....	1	19	5.263	100.000	

QUES27	STU LIKE FEEL SCHOOL SUPP ELIM SEX BIAS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
AGREE.....	3	3	15.789	15.789	
STRONGLY AGREE..	16	19	84.211	100.000	

QUES28	STU LIKE FEEL MATH LACK FINGER COORDINAT	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	11	11	57.895	57.895	
DISAGREE.....	7	18	36.842	94.737	
UNDECIDED.....	1	19	5.263	100.000	

QUES29	STU FIND CCURS USE SAME ADMISSION POLICY	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
UNDECIDED.....	1	1	5.263	5.263	
AGREE.....	7	8	36.842	42.105	
STRONGLY AGREE..	11	19	57.895	100.000	

QUES30	STU FIND CCURS COUNSEL M/F STU DIFFERENT	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	1	38.889	38.889	
DISAGREE.....	8	15	44.444	83.333	
UNDECIDED.....	1	16	5.556	88.889	
AGREE.....	1	17	5.556	94.444	
STRONGLY AGREE..	1	18	5.556	100.000	

QUES31	STU FIND CCURS POINT OUT SEX BIASES	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	2	2	10.526	10.526	
DISAGREE.....	1	3	5.263	15.789	
UNDECIDED.....	5	8	26.316	42.105	
AGREE.....	11	19	57.895	100.000	

ADMINISTRATORS SURVEY2

11:40 FRIDAY, OCTOBER 21, 19

ADMINISTRATORS SURVEY2 (FREQUENCIES - QUESTIONS 1 THRU 71)

QUES32	STU FREQUENCY	FIND CCUNS CUM FREQ	EMPH SAL CUM PERCENT	IN JOBS TRAD MEN CUM PERCENT
DISAGREE.....	4	4	21.053	21.053
UNDECIDED.....	7	11	36.842	57.895
AGREE.....	5	16	26.316	84.211
STRONGLY AGREE..	3	19	15.789	100.000

QUES33	STU FREQUENCY	FIND CCUNS CUM FREQ	MAK AWAR CUM PERCENT	PROB ENRCL IN CL CUM PERCENT
DISAGREE.....	4	4	21.053	21.053
UNDECIDED.....	5	9	26.316	47.368
AGREE.....	10	19	52.632	100.000

QUES34	STU FREQUENCY	FIND CCUNS CUM FREQ	ENCOUR ALL CUM PERCENT	COMPL VOC REQ CUM PERCENT
UNDECIDED.....	1	1	5.263	5.263
AGREE.....	7	8	36.842	42.105
STRONGLY AGREE..	11	19	57.895	100.000

QUES35	STU FREQUENCY	FIND CCUNS CUM FREQ	EXPOSE STU TO PERS CUM PERCENT	IN FLC CUM PERCENT
DISAGREE.....	2	2	10.526	10.526
UNDECIDED.....	5	7	26.316	36.842
AGREE.....	11	18	57.895	94.737
STRONGLY AGREE..	1	19	5.263	100.000

QUES36	STU FREQUENCY	FIND CCUNS CUM FREQ	EXPLOR VARIETY CAREER OPT CUM PERCENT
DISAGREE.....	1	1	5.263
UNDECIDED.....	1	2	10.526
AGREE.....	10	12	52.632
STRONGLY AGREE..	7	19	36.842

QUES37	STU FREQUENCY	FIND CCUNS CUM FREQ	DEMO VOC CCUNS IMPRT FEM CUM PERCENT
UNDECIDED.....	2	2	10.526
AGREE.....	9	11	47.368
STRONGLY AGREE..	8	19	42.105

BEST COPY AVAILABLE

ADMINISTRATORS SURVEY2 (FREQUENCIES - QUESTIONS 1 THRU 71)

QUES38 STU FIND CCNS TRY ELIM SEX BIAS IN COUN
 FREQUENCY CUM FREQ PERCENT CUM PERCENT

UNDECIDED.....	1	1	5.263	5.263
AGREE.....	10	11	52.632	57.895
STRONGLY AGREE..	8	19	42.105	100.000

QUES39 STU FIND CCNS COUNSEL WITH PARENTS
 FREQUENCY CUM FREQ PERCENT CUM PERCENT

STRONGLY DISAGREE	1	1	5.263	5.263
DISAGREE.....	4	5	21.053	26.316
UNDECIDED.....	4	9	21.053	47.368
AGREE.....	7	16	36.842	84.211
STRONGLY AGREE..	3	19	15.789	100.000

QUES40 STU FIND CCNS ADVISE STU/PAR OF CAR CPT
 FREQUENCY CUM FREQ PERCENT CUM PERCENT

DISAGREE.....	1	1	5.556	5.556
AGREE.....	8	9	44.444	50.000
STRONGLY AGREE..	9	18	50.000	100.000

QUES41 STU FIND PRINC ISSUE NCRCISC POLICY SIMT
 FREQUENCY CUM FREQ PERCENT CUM PERCENT

AGREE.....	6	6	31.579	31.579
STRONGLY AGREE..	13	19	68.421	100.000

QUES42 STU FIND PRINC NOTIFY OF TITLE IV COMPLI
 FREQUENCY CUM FREQ PERCENT CUM PERCENT

AGREE.....	6	6	31.579	31.579
STRONGLY AGREE..	13	19	68.421	100.000

QUES43 STU FIND PRINC REVIEW POLICY FOR SEX BIA
 FREQUENCY CUM FREQ PERCENT CUM PERCENT

UNDECIDED.....	1	1	5.263	5.263
AGREE.....	7	8	36.842	42.105
STRONGLY AGREE..	11	19	57.895	100.000

ADMINISTRATORS SURVEY2

11:40 FRIDAY, OCTOBER 21, 1971

ADMINISTRATORS SURVEY2 (FREQUENCIES - QUESTIONS 1 THRU 71)

QUES44	STU FIND PRINC NOT DISCR USE REST/EQUIP	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	1	5.263	5.263	
DISAGREE.....	1	2	5.263	10.526	
UNDECIDED.....	3	5	15.789	26.316	
AGREE.....	4	9	21.053	47.368	
STRONGLY AGREE..	10	19	52.632	100.000	

QUES45	STU FIND PRINC PUBLICZ VOC CCUR OPEN ALL	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	1	5.263	5.263	
AGREE.....	5	6	26.316	31.579	
STRONGLY AGREE..	13	19	52.632	100.000	

QUES46	STU FIND PRINC HLD TRNG SES ELIM SEX BIA	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
UNDECIDED.....	2	2	10.526	10.526	
AGREE.....	14	16	73.684	84.211	
STRONGLY AGREE..	3	19	52.632	100.000	

QUES47	STU FIND PRINC INTERPR NEED ELIM SEX BIA	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
UNDECIDED.....	2	2	10.526	10.526	
AGREE.....	9	11	47.368	57.895	
STRONGLY AGREE..	8	19	52.632	100.000	

QUES48	STU FIND PRINC ACTIVE RECRUIT INTO PRGG	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
UNDECIDED.....	2	2	10.526	10.526	
AGREE.....	8	10	42.105	52.632	
STRONGLY AGREE..	9	19	52.632	100.000	

QUES49	STU FIND PRINC ENCOUR STU COMPL VOC REC	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
AGREE.....	5	5	26.316	26.316	
STRONGLY AGREE..	14	19	73.684	100.000	

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ADMINISTRATORS SURVEY2

11:40 FRIDAY, OCTOBER 21, 1988

ADMINISTRATORS SURVEY2 (FREQUENCIES - QUESTIONS 1 THRU 71)

QUES50	STU FIND PRINC PUBLICIZE EMPLOY POSSIB	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
UNDECIDED.....	1	1	5.263	5.263	
AGREE.....	9	10	47.368	52.632	
STRONGLY AGREE..	9	19	47.368	100.000	

QUES51	STU FIND FAMILY ENCCUR ENTER AREA WISH	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	1	5.263	5.263	
DISAGREE.....	4	5	21.053	26.316	
UNDECIDED.....	2	7	10.526	36.842	
AGREE.....	10	17	52.632	89.474	
STRONGLY AGREE..	2	19	10.526	100.000	

QUES52	STU FIND FAMILY ENCCUR ENTER VCC PRG	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE.....	1	1	5.263	5.263	
UNDECIDED.....	4	5	21.053	26.316	
AGREE.....	12	17	63.158	89.474	
STRONGLY AGREE..	2	19	10.526	100.000	

QUES53	STU FIND FAMILY DEMG INT BY CONTACT SCH	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE.....	3	3	15.789	15.789	
UNDECIDED.....	5	8	26.316	42.105	
AGREE.....	9	17	47.368	89.474	
STRONGLY AGREE..	2	19	10.526	100.000	

QUES54	STU FIND FAMILY DISCUSS PCTEN PRG/SCLL	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE.....	1	1	5.263	5.263	
UNDECIDED.....	7	8	36.842	42.105	
AGREE.....	11	19	57.055	100.000	

QUES55	STU FIND FAMILY WILL BE EMBARRASSED	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	1	5.263	5.263	
DISAGREE.....	11	12	57.895	63.158	
UNDECIDED.....	6	18	31.579	94.737	
AGREE.....	1	19	5.263	100.000	

ADMINISTRATORS SURVEY2

11:40 FRIDAY, OCTOBER 21, 1984

ADMINISTRATORS SURVEY2 (FREQUENCIES - QUESTIONS 1 THRU 71)

QUEST56	STU FIND FAMILY WILL MAKE FUN OF THEM			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	3	3	15.789	15.789
DISAGREE.....	12	15	63.158	78.947
UNDECIDED.....	2	17	10.526	89.474
AGREE.....	2	19	10.526	100.000

QUEST57	STU FIND FAMILY EXPECT OWN CAR TO BE FOL			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	1	5.263	5.263
DISAGREE.....	10	11	52.632	57.895
UNDECIDED.....	1	12	5.263	63.158
AGREE.....	7	19	36.842	100.000

QUEST58	STU FIND FAMILY ATTEMPT CHG OWN SEX BIAS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	1	5.263	5.263
DISAGREE.....	2	3	10.526	15.789
UNDECIDED.....	9	12	47.368	63.158
AGREE.....	7	19	36.842	100.000

QUEST59	STU FIND FAMILY STRONGLY OPPOSE EARLY LMT			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	1	5.263	5.263
DISAGREE.....	14	15	73.684	78.947
UNDECIDED.....	2	17	10.526	89.474
AGREE.....	1	18	5.263	94.737
STRONGLY AGREE..	1	19	5.263	100.000

QUEST60	STU FIND FAMILY URGE COMPL PROG OF CHCIC			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	1	5.263	5.263
UNDECIDED.....	2	3	10.526	15.789
AGREE.....	12	15	63.158	78.947
STRONGLY AGREE..	4	19	21.053	100.000

QUEST61	STU FIND FRIEND LAUGH AT THEM			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	3	3	15.789	15.789
DISAGREE.....	9	12	47.368	63.158
UNDECIDED.....	2	14	10.526	73.684
AGREE.....	5	19	26.316	100.000

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ADMINISTRATORS SURVEY2

11:40 FRIDAY, OCTOBER 21, 1971

ADMINISTRATORS SURVEY2 (FREQUENCIES - QUESTIONS 1 THRU 71)

QUES62 STU FIND FRIEND DISC BY SAY NOT GET JOE
 FREQUENCY CUM FREQ PERCENT CUM PERCENT

STRONGLY DISAGREE	2	2	10.526	10.526
DISAGREE.....	12	14	63.158	73.684
UNDECIDED.....	2	16	10.526	84.211
AGREE.....	3	19	15.789	100.000

QUES63 STU FIND FRIEND TREAT THEM AS OUTCAST
 FREQUENCY CUM FREQ PERCENT CUM PERCENT

STRONGLY DISAGREE	0	0	31.579	31.579
DISAGREE.....	11	17	57.895	89.474
UNDECIDED.....	1	18	5.263	94.737
AGREE.....	1	19	5.263	100.000

QUES64 STU FIND FRIEND ENCOUR THEM TO ENROLL
 FREQUENCY CUM FREQ PERCENT CUM PERCENT

DISAGREE.....	1	1	5.263	5.263
UNDECIDED.....	1	2	5.263	10.526
AGREE.....	14	16	73.684	84.211
STRONGLY AGREE..	3	19	15.789	100.000

QUES65 STU FIND FRIEND DISC BY SAY LACK SKILLS
 FREQUENCY CUM FREQ PERCENT CUM PERCENT

STRONGLY DISAGREE	5	5	26.316	26.316
DISAGREE.....	11	16	57.895	84.211
UNDECIDED.....	2	18	10.526	94.737
AGREE.....	1	19	5.263	100.000

QUES66 STU FIND FRIEND DISC FROM TRY NEW THING
 FREQUENCY CUM FREQ PERCENT CUM PERCENT

STRONGLY DISAGREE	3	3	15.789	15.789
DISAGREE.....	12	15	63.158	78.947
UNDECIDED.....	1	16	5.263	84.211
AGREE.....	3	19	15.789	100.000

QUES67 STU FIND FRIEND SAY EASY TO GET A JOE
 FREQUENCY CUM FREQ PERCENT CUM PERCENT

DISAGREE.....	9	9	47.368	47.368
UNDECIDED.....	7	16	36.842	84.211
AGREE.....	3	19	15.789	100.000

ADMINISTRATORS SURVEY2

11:40 FRIDAY, OCTOBER 21, 19

ADMINISTRATORS SURVEY2 (FREQUENCIES - QUESTIONS 1 THRU 71)

QUES68	STU FIND FRIEND SUPP CHG ELIM SEX BIAS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE.....		2	2	10.526	10.526
UNDECIDED.....		3	5	15.789	26.316
AGREE.....		13	18	68.421	94.737
STRONGLY AGREE..		1	19	5.263	100.000

QUES69	FREQUENCY	YOUR SEX CUM FREQ	PERCENT	CUM PERCENT
MALE.....	15	15	78.947	78.947
FEMALE.....	4	19	21.053	100.000

QUES70	WHICH TITLE APPLIES TO YOU	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
ADMINISTRATOR...		19	19	100.000	100.000

QUES71	DOES YOUR SCHOOL HAVE	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
GT 500 STUDENTS.		5	5	26.316	26.316
LT 500 STUDENTS.		14	19	73.684	100.000

ADMINISTRATORS SURVEY 2

11:40 FRIDAY, OCTOBER 21, 1984

ADMINISTRATORS SURVEY 2 (MEANS - QUESTIONS 1 THRU 71)

VARIABLE	LABEL	N	N MISSING	MEAN	STANDARD DEVIATION
.UES1	STU FIND TEACH WILL WELCOME ANY STUDENT	19	0	4.3156	0.9455
.UES2	STU FIND TEACH WILL GIVE SAME ASSIGNMENT	19	0	4.3156	0.7452
.UES3	STU FIND TEACH WILL NOT SEP GRPS FOR PRJ	19	0	4.5263	0.6110
.UES4	STU FIND TEACH WILL ONLY FEM/MAL DO DEMO	19	0	1.8947	1.1970
.UES5	STU FIND TEACH WILL MAKE COMPARISONS	19	0	2.2105	1.4366
.UES6	STU FIND TEACH WILL ENCCU MAL CH CAR IND	19	0	1.8421	1.1167
.UES7	STU FIND TEACH WILL USE SAME GRADING	19	0	4.3684	1.1161
.UES8	STU FIND TEACH WILL EG ENCCUR COMPL PROG	19	0	4.5263	0.7720
.UES9	STU FIND TEACH EXPL PRGB WHN SEEK JOB UP	19	0	3.7360	0.9330
.UES10	STU FIND TEACH NOTIF IF TRT UNFAIR CLASS	19	0	4.0526	0.7755
.UES11	STU FIND TEACH INFO AVAILABLE ON CPPCRT	19	0	4.4737	0.5130
.UES12	STU FIND TEACH MAKE FUN OF THEM IN CLASS	19	0	1.2105	0.5330
.UES13	STU FIND TEACH USE TEXTBK SHUN M/F WORK	19	0	4.1053	0.6570
.UES14	STU FIND TEACH CPPCRT TALK W/PERSON FLU	19	0	3.8421	0.8340
.UES15	STU FIND TEACH TRY ELIMINATE SEX BIAS	19	0	4.4737	0.5130
.UES16	STU FIND TEACH USE WORKS PREV LABEL JOBS	19	0	3.5263	1.0200
.UES17	STU LIKE FEEL MALE STU CONSIDERED Sissy	19	0	2.5789	1.3040
.UES18	STU LIKE FEEL FEM STU CONSIDERED TOMBOY	19	0	2.0526	0.8440
.UES19	STU LIKE FEEL STU ENTER COUR FOR SOCIAL	19	0	2.0000	0.7450
.UES20	STU LIKE FEEL SOME VOC COUR ONLY FOR MAL	19	0	1.5789	0.6920
.UES21	STU LIKE FEEL STU EXPEC MAKE BETTER GRDE	19	0	1.0747	0.7270
.UES22	STU LIKE FEEL STU FEEL UNCOMFORTABLE	19	0	1.4774	0.8210
.UES23	STU LIKE FEEL STU NOT TREATED FAIRLY	19	0	1.4737	0.5130
.UES24	STU LIKE FEEL STU UNABLE GET JOB IN FLU	19	0	1.6842	0.5620
.UES25	STU LIKE FEEL ALL VOC PROG OPEN TO ALL	19	0	4.0747	0.3150
.UES26	STU LIKE FEEL FEM LACK KNOWLEDGE IN MATH	19	0	1.4737	0.7720
.UES27	STU LIKE FEEL SCHOOL SUPP ELIM SEX BIAS	19	0	4.0421	0.3740
.UES28	STU LIKE FEEL MALE LACK FINGER COCKCINAT	19	0	1.4737	0.6110
.UES29	STU FIND CCUNS USE SAME ADMISSION POLICY	19	0	4.5263	0.6110
.UES30	STU FIND CCUNS COUNSEL M/F STU DIFFERENT	19	0	1.5444	1.1100
.UES31	STU FIND CCUNS POINT OUT SEX BIASES	19	0	3.3156	1.0020
.UES32	STU FIND CCUNS EMPH SAL IN JOBS TRAC MEN	19	0	3.3684	1.0110
.UES33	STU FIND CCUNS MAK AWARE PROB ENROL IN CL	19	0	3.3156	0.8200
.UES34	STU FIND CCUNS ENCCUR ALL COMPL VOC REL	19	0	4.5263	0.6110
.UES35	STU FIND CCUNS EXPOSE STU TO PERS IN FLU	19	0	3.5789	0.7660
.UES36	STU FIND CCUNS EXPLOR VARIETY CAREER OPT	19	0	4.2105	0.7670
.UES37	STU FIND CCUNS DEMO VOC COUNS IMPORT FEM	19	0	4.3156	0.6710
.UES38	STU FIND CCUNS TRY ELIM SEX BIAS IN CCUN	19	0	4.3684	0.5570
.UES39	STU FIND CCUNS COUNSEL WITH PARENTS	19	0	3.3684	1.1640
.UES40	STU FIND CCUNS ADVISE STU/PAK OF CAR OPT	19	0	4.3684	0.7770
.UES41	STU FIND PRINC ISSUE NCADISC POLICY STMT	19	0	4.0842	0.4770
.UES42	STU FIND PRINC NOTIFY OF TITLE IV COMPLI	19	0	4.0842	0.4770
.UES43	STU FIND PRINC REVIEW POLICY FOR SEX BIA	19	0	4.5263	0.6110
.UES44	STU FIND PRINC NOT DISCR USE REST/EQUIP	19	0	4.1053	1.1970
.UES45	STU FIND PRINC PUBLICIZ VOC COUR OPEN ALL	19	0	4.5263	0.9040
.UES46	STU FIND PRINC HLD TRNG SES ELIM SEX BIA	19	0	4.0526	0.5240
.UES47	STU FIND PRINC INTERPR NEED ELIM SEX BIA	19	0	4.3156	0.6710
.UES48	STU FIND PRINC ACTIVE RECRUIT INTO PRGB	19	0	4.3684	0.6840
.UES49	STU FIND PRINC ENCCUR STU COMPL VOC REL	19	0	4.7360	0.4520
.UES50	STU FIND PRINC PUBLICIZE EMPLOY POSSIB	19	0	4.4211	0.6070
.UES51	STU FIND FAMILY ENCCUR ENTER AREA WISH	19	0	3.4211	1.1210
.UES52	STU FIND FAMILY ENCCUR ENTER VOC PRGB	19	0	3.7895	0.7130
.UES53	STU FIND FAMILY DEMO INT BY CONTACT SCH	19	0	3.5263	0.5040

ADMINISTRATORS SURVEY2

11:40 FRIDAY, OCTOBER 21, 1966

ADMINISTRATORS SURVEY2 (MEANS - QUESTIONS 1 THRU 71)

ARIABLE	LABEL	N	N MISSING	MEAN	STANDARD DEVIATION
UES54	STU FIND FAMILY DISCUSS POTEN PROB/SCLU	19	0	3.5263	C.6116
UES55	STU FIND FAMILY WILL BE EMBARRASSED	19	0	2.3084	C.6846
UES56	STU FIND FAMILY WILL MAKE FUN OF THEM	19	0	2.1579	C.8342
UES57	STU FIND FAMILY EXPEC CMN CAR TO BE FOL	19	0	2.7368	1.0457
UES58	STU FIND FAMILY ATTEMPT CHG OWN SEX BIAS	19	0	3.1579	C.8342
UES59	STU FIND FAMILY STRONGLY OPPOSE ENROLLMT	19	0	2.3158	C.8852
UES60	STU FIND FAMILY URGE CCPL PROG OF CHCIC	19	0	3.9474	C.9113
UES61	STU FIND FRIEND LAUGH AT THEM	19	0	2.4737	1.0733
UES62	STU FIND FRIEND DISC BY SAY NOT GET JCB	19	0	2.3158	C.8852
UES63	STU FIND FRIEND TREAT THEM AS OUTCAST	19	0	1.8421	C.7647
UES64	STU FIND FRIEND ENCCUR THEM TO ENROLL	19	0	4.0000	C.6667
UES65	STU FIND FRIEND DISC BY SAY LACK SKILLS	19	0	1.9474	C.7799
UES66	STU FIND FRIEND DISC FROM TRY NEW THING	19	0	2.2105	C.5177
UES67	STU FIND FRIEND SAY EASY TO GET A JCB	19	0	2.8842	C.7493
UES68	STU FIND FRIEND SUPP CHG ELIM SEX BIAS	19	0	3.6842	C.7493
UES69	YOUR SEX	19	0	1.2105	C.4189
UES70	WHICH TITLE APPLIES TO YOU	19	0	1.0000	C.0000
UES71	DOES YOUR SCHOOL HAVE	19	0	1.7368	C.4524

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COUNSELORS SURVEY2

14:40 FRIDAY, OCTOBER 21, 1988

COUNSELORS SURVEY2 (FREQUENCIES - QUESTIONS 1 THRU 7C)

QUES1	STU FIND TEACH WILL WELCOME ANY STUDENT	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
AGREE.....		7	7	53.846	53.846
STRONGLY AGREE..		6	13	46.154	100.000

QUES2	STU FIND TEACH WILL GIVE SAME ASSIGNMENT	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
UNDECIDED.....		1	1	7.692	7.692
AGREE.....		8	9	61.538	69.231
STRONGLY AGREE..		4	13	30.769	100.000

QUES3	STU FIND TEACH WILL ACT SEP GRPS FOR PRJ	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
UNDECIDED.....		3	3	23.077	23.077
AGREE.....		6	9	46.154	69.231
STRONGLY AGREE..		4	13	30.769	100.000

QUES4	STU FIND TEACH WILL ONLY FEM/MAL CL DEMO	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE		4	4	30.769	30.769
DISAGREE.....		9	13	69.231	100.000

QUES5	STU FIND TEACH WILL MAKE COMPARISONS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE		2	2	15.385	15.385
DISAGREE.....		8	10	61.538	76.923
UNDECIDED.....		2	12	15.385	92.308
STRONGLY AGREE..		1	13	7.692	100.000

QUES6	STU FIND TEACH WILL FACCU MAL CH CAR INC	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE		4	4	30.769	30.769
DISAGREE.....		9	13	69.231	100.000

QUES7	STU FIND TEACH WILL USE SAME GRADING	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE		1	1	7.692	7.692
DISAGREE.....		1	2	7.692	15.385
AGREE.....		6	8	46.154	61.538
STRONGLY AGREE..		5	13	38.462	100.000

COUNSELORS SURVEY2

14:40 FRIDAY, OCTOBER 21, 196

COUNSELORS SURVEY2 (FREQUENCIES - QUESTIONS 1 THRU 7C)

QUES8	STU FIND TEACH WILL EQ ENCOUR COMPL PRCG	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
AGREE.....		7	7	53.846	53.846
STRONGLY AGREE..		6	13	46.154	100.000

QUES9	STU FIND TEACH EXPL PRCH WHN SEEK JOB CP	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE.....		1	1	7.692	7.692
UNDECIDED.....		3	4	23.077	30.769
AGREE.....		9	13	69.231	100.000

QUES10	STU FIND TEACH NOTIF IF TRT UNFAIR CLASS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
UNDECIDED.....		3	3	23.077	23.077
AGREE.....		6	9	46.154	69.231
STRONGLY AGREE..		4	13	30.769	100.000

QUES11	STU FIND TEACH INFO AVAILABLE ON OPPORT	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
AGREE.....		8	8	61.538	61.538
STRONGLY AGREE..		5	13	38.462	100.000

QUES12	STU FIND TEACH MAKE FUN OF THEM IN CLASS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE		10	10	76.923	76.923
DISAGREE.....		3	13	23.077	100.000

QUES13	STU FIND TEACH USE TEXTBK SHGW M/F WCRK	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
UNDECIDED.....		4	4	30.769	30.769
AGREE.....		6	10	46.154	76.923
STRONGLY AGREE..		3	13	23.077	100.000

QUES14	STU FIND TEACH OPPORT TALK W/PERSON FLD	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
UNDECIDED.....		6	6	46.154	46.154
AGREE.....		4	10	30.769	76.923
STRONGLY AGREE..		3	13	23.077	100.000

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COUNSELORS SURVEY2

14:40 FRIDAY, OCTOBER 21, 19-

COUNSELORS SURVEY2 (FREQUENCIES - QUESTIONS 1 THRU 70)

QUES15	STU FIND TEACH TRY ELIMINATE SEX BIAS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
UNDECIDED.....	2	2	15.385	15.385	
AGREE.....	8	8	40.154	61.538	
STRONGLY AGREE..	5	13	38.462	100.000	

QUES16	STU FIND TEACH USE WORDS PREV LABEL JUDS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE.....	3	3	23.077	23.077	
UNDECIDED.....	5	8	38.462	61.538	
AGREE.....	5	13	38.462	100.000	

QUES17	STU LIKE FEEL MALE STU CONSIDERED Sissy	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	1	7.692	7.692	
DISAGREE.....	4	5	30.769	38.462	
UNDECIDED.....	2	7	15.385	53.846	
AGREE.....	5	12	38.462	92.308	
STRONGLY AGREE..	1	13	7.692	100.000	

QUES18	STU LIKE FEEL FEM STU CONSIDERED TUMECY	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	2	2	15.385	15.385	
DISAGREE.....	8	10	61.538	76.923	
UNDECIDED.....	2	12	15.385	92.308	
AGREE.....	1	13	7.692	100.000	

QUES19	STU LIKE FEEL STU ENTER CLUR FOR SOCIAL	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	1	7.692	7.692	
DISAGREE.....	8	9	61.538	69.231	
UNDECIDED.....	3	12	23.077	92.308	
AGREE.....	1	13	7.692	100.000	

QUES20	STU LIKE FEEL SOME VCL CLUR ONLY FOR MAL	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	8	8	40.154	40.154	
DISAGREE.....	7	13	53.846	100.000	

COUNSELORS SURVEY2

14:40 FRIDAY, OCTOBER 21, 1

COUNSELORS SURVEY2 (FREQUENCIES - QUESTIONS 1 THRU 7C)

QUES21	STU LIKE FEEL FREQUENCY	STU EXPEC CUM FREQ	MAKE BETTER GRDE PERCENT	CUM PERCENT
STRONGLY DISAGREE	4	4	30.769	30.769
DISAGREE.....	9	13	69.231	100.000

QUES22	STU LIKE FEEL FREQUENCY	STU FEEL UNCOMFORTABLE CUM FREQ	PERCENT	CUM PERCENT
DISAGREE.....	6	6	46.154	46.154
UNDECIDED.....	6	12	46.154	92.308
AGREE.....	1	13	7.692	100.000

QUES23	STU LIKE FEEL FREQUENCY	STU NOT TREATED FAIRLY CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	4	4	30.769	30.769
DISAGREE.....	8	12	61.538	92.308
UNDECIDED.....	1	13	7.692	100.000

QUES24	STU LIKE FEEL FREQUENCY	STU UNABLE GET JOB IN FLD CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	4	4	30.769	30.769
DISAGREE.....	7	11	53.846	84.615
UNDECIDED.....	2	13	15.385	100.000

QUES25	STU LIKE FEEL ALL VCC PRCG OPEN TO ALL FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	1	7.692	7.692
AGREE.....	2	3	15.385	23.077
STRONGLY AGREE..	10	13	76.923	100.000

QUES26	STU LIKE FEEL FEM LACK KNOWLEDGE IN MATH FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	10	10	76.923	76.923
DISAGREE.....	2	12	15.385	92.308
UNDECIDED.....	1	13	7.692	100.000

QUES27	STU LIKE FEEL SCHOOL SUPP ELIM SEX BIAS FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	1	7.692	7.692
AGREE.....	3	4	23.077	30.769
STRONGLY AGREE..	9	13	69.231	100.000

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COUNSELORS SURVEY2 (FREQUENCIES - QUESTIONS 1 THRU 70)

QUES28	STU LIKE FEEL MALE LACK FINGER COORDINAT	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE		9	9	69.231	69.231
DISAGREE.....		4	13	30.769	100.000

QUES29	STU FIND CCUNS USE SAME ADMISSION POLICY	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE.....		1	1	7.692	7.692
AGREE.....		3	4	23.077	30.769
STRONGLY AGREE..		9	13	69.231	100.000

QUES30	STU FIND CCUNS COUNSEL M/F STU DIFFERENT	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE		5	5	38.462	38.462
DISAGREE.....		4	9	30.769	69.231
UNDECIDED.....		1	10	7.692	76.923
AGREE.....		3	13	23.077	100.000

QUES31	STU FIND CCUNS POINT OUT SEX BIASES	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE		1	1	7.692	7.692
DISAGREE.....		1	2	7.692	15.385
UNDECIDED.....		2	4	15.385	30.769
AGREE.....		7	11	53.846	84.615
STRONGLY AGREE..		2	13	15.385	100.000

QUES32	STU FIND CCUNS EMPH SAL IN JCBS TRAD MEN	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE		1	1	7.692	7.692
UNDECIDED.....		2	3	15.385	23.077
AGREE.....		5	8	38.462	61.538
STRONGLY AGREE..		5	13	38.462	100.000

QUES33	STU FIND CCUNS MAK AWAR PROB ENRCL IN CL	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE.....		2	2	15.385	15.385
UNDECIDED.....		1	3	7.692	23.077
AGREE.....		8	11	61.538	84.615
STRONGLY AGREE..		2	13	15.385	100.000

COUNSELORS SURVEY2

14:40 FRIDAY, OCTOBER 21, 1986

COUNSELORS SURVEY2 (FREQUENCIES - QUESTIONS 1 THRU 70)

QUES34	STU FREQUENCY	FIND CCUNS CUM FREQ	ENCOUR ALL PERCENT	COMPL VOC REL CUM PERCENT
AGREE.....	5	5	38.462	38.462
STRONGLY AGREE..	8	13	61.538	100.000

QUES35	STU FREQUENCY	FIND CCUNS CUM FREQ	EXPOSE STU TO PERS IN FLD PERCENT	CUM PERCENT
UNDECIDED.....	3	3	23.077	23.077
AGREE.....	7	10	53.846	76.923
STRONGLY AGREE..	3	13	23.077	100.000

QUES36	STU FREQUENCY	FIND CCUNS CUM FREQ	EXPLOR VARIETY CAREER LPT PERCENT	CUM PERCENT
AGREE.....	6	6	46.154	46.154
STRONGLY AGREE..	7	13	53.846	100.000

QUES37	STU FREQUENCY	FIND CCUNS CUM FREQ	DEMO VOC CCUNS IMPORT FEM PERCENT	CUM PERCENT
AGREE.....	6	6	46.154	46.154
STRONGLY AGREE..	7	13	53.846	100.000

QUES38	STU FREQUENCY	FIND CCUNS CUM FREQ	TRY ELIM SEX BIAS IN CCUN PERCENT	CUM PERCENT
AGREE.....	4	4	30.769	30.769
STRONGLY AGREE..	9	13	69.231	100.000

QUES39	STU FREQUENCY	FIND CCUNS CUM FREQ	COUNSEL WITH PARENTS PERCENT	CUM PERCENT
DISAGREE.....	2	2	15.385	15.385
UNDECIDED.....	5	7	38.462	53.846
AGREE.....	3	10	23.077	76.923
STRONGLY AGREE..	3	13	23.077	100.000

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QUES40	STU FREQUENCY	FIND CCUNS CUM FREQ	ADVISE STU/PAR OF CAR OPT PERCENT	CUM PERCENT
AGREE.....	5	5	38.462	38.462
STRONGLY AGREE..	8	13	61.538	100.000

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COUNSELORS SURVEY2 (FREQUENCIES - QUESTIONS 1 THRU 70)

QUES41	STU	FIND PRINC	ISSUE NCNDISC	POLICY STMT
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE.....	1	1	7.692	7.692
AGREE.....	7	8	53.846	61.538
STRONGLY AGREE..	5	13	38.462	100.000

QUES42	STU	FIND PRINC	NOTIFY CF	TITLE IV COMPLI
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
AGREE.....	7	7	53.846	53.846
STRONGLY AGREE..	6	13	46.154	100.000

QUES43	STU	FIND PRINC	REVIEW POLICY	FOR SEX BIA
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
AGREE.....	9	9	69.231	69.231
STRONGLY AGREE..	4	13	30.769	100.000

QUES44	STU	FIND PRINC	NCT DISCR	USE RES/EQUIP
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	1	7.692	7.692
UNDECIDED.....	1	2	7.692	15.385
AGREE.....	4	6	30.769	46.154
STRONGLY AGREE..	7	13	53.846	100.000

QUES45	STU	FIND PRINC	PUBLIC2 VEC	COUR OPEN ALL
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
AGREE.....	5	5	38.462	38.462
STRONGLY AGREE..	8	13	61.538	100.000

QUES46	STU	FIND PRINC	HLD TRNG	SES ELIM SEX BIA
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
UNDECIDED.....	6	6	46.154	46.154
AGREE.....	5	11	38.462	84.615
STRONGLY AGREE..	2	13	15.385	100.000

QUES47	STU	FIND PRINC	INTERPR	NEED ELIM SEX BIA
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
UNDECIDED.....	3	3	23.077	23.077
AGREE.....	6	9	46.154	69.231
STRONGLY AGREE..	4	13	30.769	100.000

COUNSELORS SURVEY2

14:40 FRIDAY, OCTOBER 21, 19

COUNSELORS SURVEY2 (FREQUENCIES - QUESTIONS 1 THRU 70)

QUES48	STU FIND PRINC ACTIVE RECRUIT INTO PRG	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE.....	1	1	7.692	7.692	
UNDECIDED.....	4	5	30.769	38.462	
AGREE.....	4	9	30.769	69.231	
STRONGLY AGREE..	4	13	30.769	100.000	

QUES49	STU FIND PRINC ENCOUR STU CMPL VCC REL	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
AGREE.....	4	4	30.769	30.769	
STRONGLY AGREE..	9	13	69.231	100.000	

QUES50	STU FIND PRINC PUBLICIZE EMPLOY POSSIB	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
AGREE.....	7	7	53.846	53.846	
STRONGLY AGREE..	6	13	46.154	100.000	

QUES51	STU FIND FAMILY ENCOUR ENTER AREA WISH	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE.....	4	4	30.769	30.769	
UNDECIDED.....	2	6	15.385	46.154	
AGREE.....	4	10	30.769	76.923	
STRONGLY AGREE..	3	13	23.077	100.000	

QUES52	STU FIND FAMILY ENCOUR ENTER VCC PRG	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE.....	2	2	15.385	15.385	
UNDECIDED.....	3	5	23.077	38.462	
AGREE.....	5	10	38.462	76.923	
STRONGLY AGREE..	3	13	23.077	100.000	

QUES53	STU FIND FAMILY DEMO INT BY CONTACT SCH	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE.....	3	3	23.077	23.077	
UNDECIDED.....	5	8	38.462	61.538	
AGREE.....	4	12	30.769	92.308	
STRONGLY AGREE..	1	13	7.692	100.000	

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COUNSELORS SURVEY2 (FREQUENCIES - QUESTIONS 1 THRU 70)

QUES54 STU FIND FAMILY DISCUSS POTEN PRCE/SCLU
 FREQUENCY CUM FREQ PERCENT CUM PERCENT

DISAGREE.....	5	5	38.462	38.462
UNDECIDED.....	2	7	15.385	53.846
AGREE.....	5	12	38.462	92.308
STRONGLY AGREE..	1	13	7.692	100.000

QUES55 STU FIND FAMILY WILL BE EMBARRASSED
 FREQUENCY CUM FREQ PERCENT CUM PERCENT

DISAGREE.....	4	4	30.769	30.769
UNDECIDED.....	5	9	38.462	69.231
AGREE.....	4	13	30.769	100.000

QUES56 STU FIND FAMILY WILL MAKE FUN OF THEM
 FREQUENCY CUM FREQ PERCENT CUM PERCENT

STRONGLY DISAGREE	2	2	15.385	15.385
DISAGREE.....	7	9	53.846	69.231
UNDECIDED.....	3	12	23.077	92.308
AGREE.....	1	13	7.692	100.000

QUES57 STU FIND FAMILY EXPECT OWN CAR TO BE FUL
 FREQUENCY CUM FREQ PERCENT CUM PERCENT

DISAGREE.....	3	3	23.077	23.077
UNDECIDED.....	5	8	38.462	61.538
AGREE.....	5	13	38.462	100.000

QUES58 STU FIND FAMILY ATTEMPT CHG OWN SEX EIAS
 FREQUENCY CUM FREQ PERCENT CUM PERCENT

STRONGLY DISAGREE	1	1	7.692	7.692
DISAGREE.....	4	5	30.769	38.462
UNDECIDED.....	6	11	46.154	84.615
AGREE.....	2	13	15.385	100.000

QUES59 STU FIND FAMILY STRONGLY OPPOSE ABORTION
 FREQUENCY CUM FREQ PERCENT CUM PERCENT

STRONGLY DISAGREE	1	1	7.692	7.692
DISAGREE.....	6	7	46.154	53.846
UNDECIDED.....	3	10	23.077	76.923
AGREE.....	3	13	23.077	100.000

COUNSELORS SURVEY 2

14:40 FRIDAY, OCTOBER 21, 1984

COUNSELORS SURVEY 2 (FREQUENCIES - QUESTIONS 1 THRU 70)

QUES60	STU FIND FAMILY URGE COMPL PROG CF CHIC	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE.....	1	1	7.692	7.692	
UNDECIDED.....	3	4	23.077	30.769	
AGREE.....	7	11	53.846	84.615	
STRONGLY AGREE..	2	13	15.385	100.000	

QUES61	STU FIND FRIEND LAUGH AT THEM	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	2	2	15.385	15.385	
DISAGREE.....	4	6	30.769	46.154	
UNDECIDED.....	2	8	15.385	61.538	
AGREE.....	5	13	38.462	100.000	

QUES62	STU FIND FRIEND DISC BY SAY NOT GET JOB	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	1	7.692	7.692	
DISAGREE.....	8	9	61.538	69.231	
UNDECIDED.....	1	10	7.692	76.923	
AGREE.....	3	13	23.077	100.000	

QUES63	STU FIND FRIEND TREAT THEM AS LITCAST	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	3	3	23.077	23.077	
DISAGREE.....	7	10	53.846	76.923	
UNDECIDED.....	1	11	7.692	84.615	
AGREE.....	2	13	15.385	100.000	

QUES64	STU FIND FRIEND ENCOUR THEM TO ENROLL	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE.....	3	3	23.077	23.077	
UNDECIDED.....	3	6	23.077	46.154	
AGREE.....	4	10	30.769	76.923	
STRONGLY AGREE..	3	13	23.077	100.000	

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QUES65	STU FIND FRIEND DISC BY SAY LACK SKILLS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	3	3	23.077	23.077	
DISAGREE.....	5	8	38.462	61.538	
UNDECIDED.....	3	11	23.077	84.615	
AGREE.....	2	13	15.385	100.000	

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COUNSELORS SURVEY2 (FREQUENCIES - QUESTIONS 1 THRU 70)

QUES66	STU FIND FRIEND DISC FROM TRY NEW THING				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
STRONGLY DISAGREE	3	3	23.077	23.077	
DISAGREE.....	9	12	69.231	92.308	
AGREE.....	1	13	7.692	100.000	

QUES67	STU FIND FRIEND SAY EASY TO GET A JOB				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
DISAGREE.....	9	9	69.231	69.231	
UNDECIDED.....	2	11	15.385	84.615	
AGREE.....	2	13	15.385	100.000	

QUES68	STU FIND FRIEND SUPP CHG ELIM SEX BIAS				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
DISAGREE.....	2	2	15.385	15.385	
UNDECIDED.....	5	7	38.462	53.846	
AGREE.....	6	13	46.154	100.000	

QUES69	YOUR SEX				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
MALE.....	9	9	69.231	69.231	
FEMALE.....	4	13	30.769	100.000	

QUES70	WHICH TITLE APPLIES TO YOU				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
COUNSELOR.....	13	13	100.000	100.000	

COUNSELORS SURVEY2

14:40 FRIDAY, OCTOBER 21, 1972

COUNSELORS SURVEY2 (FREQUENCIES - QUESTIONS 1 THRU 70)
COUNSELORS SURVEY2 (MEANS - QUESTIONS 1 THRU 70)

VARIABLE	LABEL	N	N MISSING	MEAN	STANDARD DEVIATION
QUES1	STU FIND TEACH WILL WELCOME ANY STUDENT	13	0	4.4015	0.5109
QUES2	STU FIND TEACH WILL GIVE SAME ASSIGNMENT	13	0	4.2308	0.5994
QUES3	STU FIND TEACH WILL NOT SEP GRPS FOR PRG	13	0	4.0769	0.7592
QUES4	STU FIND TEACH WILL ONLY FEM/MAL DO DEMO	13	0	1.0923	0.4604
QUES5	STU FIND TEACH WILL MAKE COMPARISONS	13	0	2.2308	1.0127
QUES6	STU FIND TEACH WILL ENCCU MAL CH CAR IND	13	0	1.0923	0.4604
QUES7	STU FIND TEACH WILL USE SAME GRADING	13	0	4.0000	1.2247
QUES8	STU FIND TEACH WILL ENCOUR COMPL PRG	13	0	4.4015	0.5109
QUES9	STU FIND TEACH EXPL PRG WHN SEEK JOB UP	13	0	3.0154	0.8604
QUES10	STU FIND TEACH NOTIF IF TRT UNFAIR CLASS	13	0	4.0769	0.7592
QUES11	STU FIND TEACH INFO AVAILABLE ON CPT	13	0	4.3046	0.5000
QUES12	STU FIND TEACH MAKE FUN OF THEM IN CLASS	13	0	1.2308	0.4604
QUES13	STU FIND TEACH USE TEXTBK SHCH M/F WORK	13	0	3.9231	0.7592
QUES14	STU FIND TEACH CPT TALK W/PERSON FLD	13	0	3.7054	0.8604
QUES15	STU FIND TEACH TRY ELIMINATE SEX BIAS	13	0	4.2308	0.7200
QUES16	STU FIND TEACH USE WORKS PREV LABEL JOBS	13	0	3.1538	0.8000
QUES17	STU LIKE FEEL MALE STU CONSIDERED Sissy	13	0	3.0769	1.1877
QUES18	STU LIKE FEEL FEM STU CONSIDERED TOMBOY	13	0	2.1538	0.8000
QUES19	STU LIKE FEEL STU ENTER COOR FOR SOCIAL	13	0	2.3077	0.7592
QUES20	STU LIKE FEEL SCME VOC COOR ONLY FOR MAL	13	0	1.5385	0.5109
QUES21	STU LIKE FEEL STU EXPEC MAKE BETTER GRDE	13	0	1.0923	0.4604
QUES22	STU LIKE FEEL STU FEEL UNCOMFORTABLE	13	0	2.0154	0.8604
QUES23	STU LIKE FEEL STU NOT TREATED FAIRLY	13	0	1.7054	0.5994
QUES24	STU LIKE FEEL STU UNABLE GET JOB IN FLD	13	0	1.0923	0.6600
QUES25	STU LIKE FEEL ALL VOC PRG OPEN TO ALL	13	0	4.5385	1.1200
QUES26	STU LIKE FEEL FEM LACK KNOWLEDGE IN MATH	13	0	1.3077	0.6000
QUES27	STU LIKE FEEL SCHOOL SUPP ELIM SEX BIAS	13	0	4.0154	1.1200
QUES28	STU LIKE FEEL MALE LACK FINGER COORDINAT	13	0	1.3077	0.4604
QUES29	CCUNS USE SAME ADMISSION POLICY	13	0	4.5385	0.7777
QUES30	STU FIND CCUNS COUNSEL M/F STU DIFFERENT	13	0	2.1538	1.2111
QUES31	STU FIND CCUNS POINT OUT SEX BIASES	13	0	3.0154	1.1200
QUES32	STU FIND CCUNS EMPH SAL IN JOBS TRAD MEN	13	0	4.0000	1.1247
QUES33	STU FIND CCUNS MAK AWARE PRG ENROL IN CL	13	0	3.7054	0.8604
QUES34	STU FIND CCUNS ENCOUR ALL COMPL VOC REL	13	0	4.0154	0.5000
QUES35	STU FIND CCUNS EXPOSE STU TO PERS IN FLD	13	0	4.0000	0.5109
QUES36	STU FIND CCUNS EXPLOR VARIETY CAREER CPT	13	0	4.5385	0.5109
QUES37	STU FIND CCUNS DEMO VOC COUNS IMPRT FEM	13	0	4.5385	0.5109
QUES38	STU FIND CCUNS TRY ELIM SEX BIAS IN CCUN	13	0	3.0923	0.4804
QUES39	STU FIND CCUNS COUNSEL WITH PARENTS	13	0	3.5385	1.0300
QUES40	STU FIND CCUNS ADVISE STU/PAR OF CAR CPT	13	0	4.0154	0.5000
QUES41	STU FIND PRINC ISSUE ACADISC POLICY STMT	13	0	4.2308	0.8333
QUES42	STU FIND PRINC NOTIFY OF TITLE IV COMPLI	13	0	4.4015	0.5109
QUES43	STU FIND PRINC REVIEW POLICY FOR SEX BIA	13	0	4.3077	0.4804
QUES44	STU FIND PRINC NOT DISCR USE REST/EMPL	13	0	4.2308	1.1600
QUES45	STU FIND PRINC PUBLICZ VOC COOR OPEN ALL	13	0	4.0154	0.5000
QUES46	STU FIND PRINC HLD TRNG SES ELIM SEX BIA	13	0	3.0923	0.7511
QUES47	STU FIND PRINC INTERPR NEED ELIM SEX BIA	13	0	4.0769	0.7592
QUES48	STU FIND PRINC ACTIVE RECRUIT INTO PRG	13	0	3.8462	0.9877
QUES49	STU FIND PRINC ENCOUR STU COMPL VOC REL	13	0	4.0923	0.4804
QUES50	STU FIND PRINC PUBLICIZE EMPLOY POSSIE	13	0	4.4015	0.5109
QUES51	STU FIND FAMILY ENCOUR ENTER AREA WISH	13	0	3.4015	1.1900
QUES52	STU FIND FAMILY ENCOUR ENTER VOC PRG	13	0	3.0923	1.0333

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COUNSELORS SURVEY2

14:40 FRIDAY, OCTOBER 21, 196

COUNSELORS SURVEY2 (FREQUENCIES - QUESTIONS 1 THRU 70)
COUNSELORS SURVEY2 (MEANS - QUESTIONS 1 THRU 70)

VARIABLE	LABEL	N	N MISSING	MEAN	STANDARD DEVIATION
QUES53	STU FIND FAMILY DEMC IA BY CONTACT SCH	13	0	3.2308	0.9281
QUES54	STU FIND FAMILY DISCUSS PCTEN PROB/SOLU	13	0	3.1538	1.0681
QUES55	STU FIND FAMILY WILL BE EMBARRASSED	13	0	3.0000	0.8161
QUES56	STU FIND FAMILY WILL MAKE FUN OF THEM	13	0	2.5308	0.8921
QUES57	STU FIND FAMILY EXPECT CWN CAR TO BE FCL	13	0	3.1538	0.8921
QUES58	STU FIND FAMILY ATTEMPT CHG CWN SEX BIAS	13	0	2.6923	0.8949
QUES59	STU FIND FAMILY STRONGLY OPPOSE ENROLLMT	13	0	2.6154	0.9601
QUES60	STU FIND FAMILY URGE CMPL PROG OF CHCIC	13	0	3.7692	0.8921
QUES61	STU FIND FRIEND LAUGH AT THEM	13	0	2.7692	1.1691
QUES62	STU FIND FRIEND DISC BY SAY NOT GET JOB	13	0	2.4615	0.9671
QUES63	STU FIND FRIEND TREAT THEM AS OUTCAST	13	0	3.1538	0.9671
QUES64	STU FIND FRIEND ENCOUR THEM TO ENROLL	13	0	3.3077	1.1691
QUES65	STU FIND FRIEND DISC BY SAY LACK SKILLS	13	0	2.1538	1.0681
QUES66	STU FIND FRIEND DISC FROM TRY NEW THING	13	0	1.9231	0.7991
QUES67	STU FIND FRIEND SAY EASY TO GET A JOB	13	0	2.4615	0.7781
QUES68	STU FIND FRIEND SUPP CHG ELIM SEX BIAS	13	0	3.3077	0.9511
QUES69	YOUR SEX	13	0	1.3846	0.9801
QUES70	WHICH TITLE APPLIES TO YOU	13	0	2.0000	0.0000

INSTRUCTOR SURVEY

11:01 FRIDAY, OCTOBER 21, 1

INSTRUCTOR SURVEY2 (FREQUENCIES - QUESTION 1 THRU 73)

QUES1	STU FIND TEACH WILL WELCOME ANY STUDENT			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE.....	1	1	2.632	2.632
UNDECIDED.....	1	2	2.632	5.263
AGREE.....	6	8	15.789	21.053
STRONGLY AGREE..	30	38	78.947	100.000

QUES2	STU FIND TEACH WILL GIVE SAME ASSIGNMENT			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	1	2.632	2.632
DISAGREE.....	2	3	5.263	7.895
UNDECIDED.....	1	4	2.632	10.526
AGREE.....	8	12	21.053	31.579
STRONGLY AGREE..	26	38	68.421	100.000

QUES3	STU FIND TEACH WILL ACT SEP GRPS FOR PRJ			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	1	2.632	2.632
DISAGREE.....	1	2	2.632	5.263
UNDECIDED.....	1	3	2.632	7.895
AGREE.....	9	12	23.684	31.579
STRONGLY AGREE..	26	38	68.421	100.000

QUES4	STU FIND TEACH WILL ONLY FEM/MAL CO DEPC			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	27	27	71.053	71.053
DISAGREE.....	10	37	26.316	97.368
STRONGLY AGREE..	1	38	2.632	100.000

QUES5	STU FIND TEACH WILL MAKE COMPARISONS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	19	19	50.000	50.000
DISAGREE.....	12	31	31.579	81.579
UNDECIDED.....	3	34	7.895	89.474
AGREE.....	3	37	7.695	97.368
STRONGLY AGREE..	1	38	2.632	100.000

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QUES6	STU FIND TEACH WILL ENCOD MAL CH CAR INC			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	28	28	73.684	73.684
DISAGREE.....	9	37	23.684	97.368
STRONGLY AGREE..	1	38	2.632	100.000

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INSTRUCTOR SURVEY

11:01 FRIDAY, OCTOBER 21, 196

INSTRUCTOR SURVEY2 (FREQUENCIES - QUESTION 1 THRU 73)

QUEST7	STU FIND TEACH WILL USE SAME GRADING	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
UNDECIDED.....	1	1	2.632	2.632	
AGREE.....	8	9	21.053	23.684	
STRONGLY AGREE..	29	38	76.316	100.000	

QUEST8	STU FIND TEACH WILL EN ENCOUR COMPL PRUG	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
AGREE.....	5	5	13.158	13.158	
STRONGLY AGREE..	33	38	86.842	100.000	

QUEST9	STU FIND TEACH EXPL PRUG WHN SEEK JOB UP	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	2	2	5.263	5.263	
DISAGREE.....	3	5	7.895	13.158	
UNDECIDED.....	6	11	15.789	28.947	
AGREE.....	15	26	39.474	68.421	
STRONGLY AGREE..	12	38	31.579	100.000	

QUEST10	STU FIND TEACH NOTIF IF TRT UNFAIR CLASS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE.....	2	2	5.263	5.263	
UNDECIDED.....	3	5	7.895	13.158	
AGREE.....	18	23	47.366	60.526	
STRONGLY AGREE..	15	38	39.474	100.000	

QUEST11	STU FIND TEACH INFO AVAILABLE ON OPPORT	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
UNDECIDED.....	1	1	2.632	2.632	
AGREE.....	19	20	50.000	52.632	
STRONGLY AGREE..	18	38	47.358	100.000	

QUEST12	STU FIND TEACH MAKE FUN OF THEM IN CLASS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	33	33	86.842	86.842	
DISAGREE.....	5	38	13.158	100.000	

INSTRUCTOR SURVEY

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INSTRUCTOR SURVEY2 (FREQUENCIES - QUESTION 1 THRU 73)

QUES13	STU FIND TEACH USE TEXTOR	SCHL M/F WORK	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE.....	1	1	2.632	2.632		
UNDECIDED.....	1	2	2.632	5.263		
AGREE.....	11	13	28.947	34.211		
STRONGLY AGREE..	25	38	65.789	100.000		

QUES14	STU FIND TEACH OPPORT TALK W/PERSON FLD	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	1	2.632	2.632	
DISAGREE.....	3	4	7.895	10.526	
UNDECIDED.....	3	7	7.895	18.421	
AGREE.....	23	30	60.526	78.947	
STRONGLY AGREE..	8	38	21.053	100.000	

QUES15	STU FIND TEACH TRY ELIMINATE SEX BIAS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	2	2	5.263	5.263	
DISAGREE.....	1	3	2.632	7.895	
AGREE.....	13	16	34.211	42.105	
STRONGLY AGREE..	22	38	57.895	100.000	

QUES16	STU FIND TEACH USE WORDS PREV LABEL JEES	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	2	2	5.263	5.263	
DISAGREE.....	3	5	7.895	13.158	
UNDECIDED.....	5	10	13.158	26.316	
AGREE.....	18	28	47.368	73.684	
STRONGLY AGREE..	10	38	26.316	100.000	

QUES17	STU LIKE FEEL MALE STU CONSIDERED SISSY	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	12	12	31.579	31.579	
DISAGREE.....	14	26	36.842	68.421	
UNDECIDED.....	2	28	5.263	73.684	
AGREE.....	8	36	21.053	94.737	
STRONGLY AGREE..	2	38	5.263	100.000	

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INSTRUCTOR SURVEY

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INSTRUCTOR SURVEY2 (FREQUENCIES - QUESTION 1 THRU 73)

QUES18	STU LIKE FEEL FEM STU CONSIDERED TOMBOY	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	14	14	36.842	36.842	
DISAGREE.....	13	27	34.211	71.053	
UNDECIDED.....	3	30	7.895	78.947	
AGREE.....	6	36	15.789	94.737	
STRONGLY AGREE..	2	38	5.263	100.000	

QUES19	STU LIKE FEEL STU ENTER COUR FOR SOCIAL	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	9	9	23.684	23.684	
DISAGREE.....	19	28	50.000	73.684	
UNDECIDED.....	2	30	5.263	78.947	
AGREE.....	6	36	15.789	94.737	
STRONGLY AGREE..	2	38	5.263	100.000	

QUES20	STU LIKE FEEL SOME VCC COUR ONLY FOR MAL	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	15	15	39.474	39.474	
DISAGREE.....	15	30	39.474	78.947	
UNDECIDED.....	2	32	5.263	84.211	
AGREE.....	3	35	7.895	92.105	
STRONGLY AGREE..	3	38	7.895	100.000	

QUES21	STU LIKE FEEL STU EXPECT MAKE BETTER GRLE	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	18	18	47.368	47.368	
DISAGREE.....	19	37	50.000	97.368	
STRONGLY AGREE..	1	38	2.632	100.000	

QUES22	STU LIKE FEEL STU FEEL UNCOMFORTABLE	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	11	11	28.947	28.947	
DISAGREE.....	19	30	50.000	78.947	
UNDECIDED.....	3	33	7.895	86.842	
AGREE.....	3	36	7.895	94.737	
STRONGLY AGREE..	2	38	5.263	100.000	

INSTRUCTOR SURVEY

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INSTRUCTOR SURVEY2 (FREQUENCIES - QUESTION 1 THRU 73)

QUES23	STU LIKE FEEL STU NOT TREATED FAIRLY			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	18	18	47.368	47.368
DISAGREE.....	17	35	44.737	92.105
UNDECIDED.....	1	36	2.632	94.737
AGREE.....	1	37	2.632	97.368
STRONGLY AGREE..	1	38	2.632	100.000

QUES24	STU LIKE FEEL STU UNABLE GET JOB IN FLD			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	10	10	26.316	26.316
DISAGREE.....	23	33	60.526	86.842
UNDECIDED.....	3	36	7.895	94.737
AGREE.....	2	38	5.263	100.000

QUES25	STU LIKE FEEL ALL VGC PROG OPEN TO ALL			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	1	2.632	2.632
DISAGREE.....	1	2	2.632	5.263
UNDECIDED.....	1	3	2.632	7.895
AGREE.....	7	10	18.421	26.316
STRONGLY AGREE..	28	38	73.684	100.000

QUES26	STU LIKE FEEL FEM LACK KNOWLEDGE IN MATH			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	24	24	63.158	63.158
DISAGREE.....	13	37	34.211	97.368
AGREE.....	1	38	2.632	100.000

QUES27	STU LIKE FEEL SCHOOL SUPP ELIM SEX BIAS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	1	2.632	2.632
DISAGREE.....	1	2	2.632	5.263
UNDECIDED.....	1	3	2.632	7.895
AGREE.....	12	15	31.579	39.474
STRONGLY AGREE..	23	38	60.526	100.000

QUES28	STU LIKE FEEL MALE LACK FINGER COORDINAT			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	25	25	65.789	65.789
DISAGREE.....	13	38	34.211	100.000

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INSTRUCTOR SURVEY2 (FREQUENCIES - QUESTION 1 THRU 73)

QUES29	STU FIND CCNS USE SAME ADMISSION POLICY				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
STRONGLY DISAGREE	1	1	2.632	2.632	
DISAGREE.....	1	2	2.632	5.263	
UNDECIDED.....	3	5	7.895	13.158	
AGREE.....	19	20	39.474	52.632	
STRONGLY AGREE..	18	38	47.368	100.000	

QUES30	STU FIND CCNS COUNSEL M/F STU DIFFERENT				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
STRONGLY DISAGREE	10	10	26.316	26.316	
DISAGREE.....	20	30	52.632	78.947	
UNDECIDED.....	3	33	7.895	86.842	
AGREE.....	4	37	10.526	97.368	
STRONGLY AGREE..	1	38	2.632	100.000	

QUES31	STU FIND CCNS POINT OUT SEX BIASES				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
DISAGREE.....	4	4	10.526	10.526	
UNDECIDED.....	15	19	39.474	50.000	
AGREE.....	15	34	39.474	89.474	
STRONGLY AGREE..	4	38	10.526	100.000	

QUES32	STU FIND CCNS EMPH SAL IN JCBS TRAD MEN				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
DISAGREE.....	6	6	15.789	15.789	
UNDECIDED.....	17	23	44.737	60.526	
AGREE.....	14	37	36.842	97.368	
STRONGLY AGREE..	1	38	2.632	100.000	

QUES33	STU FIND CCNS MAK AWAK PROB ENROL IN CL				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
DISAGREE.....	7	7	18.421	18.421	
UNDECIDED.....	10	17	26.316	44.737	
AGREE.....	18	35	47.368	92.105	
STRONGLY AGREE..	3	38	7.895	100.000	

INSTRUCTOR SURVEY

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INSTRUCTOR SURVEY2 (FREQUENCIES - QUESTION 1 THRU 73)

QUES34	STU FIND CCNS ENCOUR ALL COMPL VCC REC	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	1	2.632	2.632	
DISAGREE.....	5	6	13.158	15.789	
UNDECIDED.....	3	9	7.895	23.684	
AGREE.....	15	24	39.474	63.158	
STRONGLY AGREE..	14	38	36.842	100.000	

QUES35	STU FIND CCNS EXPOSE STU TO PERS IN FLU	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	1	2.703	2.703	
DISAGREE.....	4	5	10.411	13.114	
UNDECIDED.....	13	18	35.133	48.649	
AGREE.....	16	34	43.243	91.892	
STRONGLY AGREE..	3	37	6.108	100.000	

QUES36	STU FIND CCNS EXPLOR VARIETY CAREER OPT	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	1	2.632	2.632	
DISAGREE.....	1	2	2.632	5.263	
UNDECIDED.....	8	10	21.053	26.316	
AGREE.....	22	32	57.845	84.211	
STRONGLY AGREE..	6	38	15.789	100.000	

QUES37	STU FIND CCNS DEMO VCC CCNS IMPRT FEM	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE.....	4	4	10.526	10.526	
UNDECIDED.....	8	12	15.789	26.316	
AGREE.....	16	28	47.368	73.684	
STRONGLY AGREE..	10	38	26.316	100.000	

QUES38	STU FIND CCNS TRY ELIM SEX BIAS IN CCN	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE.....	2	2	5.263	5.263	
UNDECIDED.....	5	7	13.158	18.421	
AGREE.....	20	27	52.632	71.053	
STRONGLY AGREE..	11	38	26.947	100.000	

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INSTRUCTOR SURVEY

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INSTRUCTOR SURVEY2 (FREQUENCIES - QUESTION 1 THRU 73)

QUES39	STU FIND CCUNS COUNSEL WITH PARENTS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	1	2.632	2.632
DISAGREE.....	7	8	18.421	21.053
UNDECIDED.....	18	26	47.368	68.421
AGREE.....	11	37	28.947	97.368
STRONGLY AGREE..	1	38	2.632	100.000

QUES40	STU FIND CCUNS ADVISE STU/PAR OF CAR CPT			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	1	2.632	2.632
DISAGREE.....	4	5	10.526	13.158
UNDECIDED.....	10	15	26.316	39.474
AGREE.....	16	31	42.105	81.579
STRONGLY AGREE..	7	38	18.421	100.000

QUES41	STU FIND PRINC ISSUE NCNDISC POLICY STMT			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
UNDECIDED.....	1	1	2.632	2.632
AGREE.....	15	16	39.474	42.105
STRONGLY AGREE..	22	38	57.895	100.000

QUES42	STU FIND PRINC NOTIFY OF TITLE IV COMPLI			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE.....	1	1	2.632	2.632
UNDECIDED.....	3	4	7.895	10.526
AGREE.....	14	18	36.842	47.368
STRONGLY AGREE..	20	38	52.632	100.000

QUES43	STU FIND PRINC REVIEW POLICY FOR SEX BIA			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE.....	2	2	5.263	5.263
UNDECIDED.....	4	6	10.526	15.789
AGREE.....	12	18	31.579	47.368
STRONGLY AGREE..	20	38	52.632	100.000

QUES44	STU FIND PRINC NOT DISCR USE REST/ECLIP			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE.....	1	1	2.703	2.703
UNDECIDED.....	4	5	10.811	13.514
AGREE.....	13	18	35.135	48.649
STRONGLY AGREE..	19	37	51.351	100.000

INSTRUCTOR SURVEY

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INSTRUCTOR SURVEY2 (FREQUENCIES - QUESTION 1 THRU 73)

QUES45	STU FREQUENCY	FIND PRINC CUM FREQ	PUBLIC2 CUM FREQ	VCC PERCENT	CCUR CPEN ALL CUM PERCENT
DISAGREE.....	1	1	1	2.632	2.632
UNDECIDED.....	1	2	2	2.632	5.263
AGREE.....	12	14	14	31.579	36.842
STRONGLY AGREE..	24	38	38	63.158	100.000

QUES46	STU FREQUENCY	FIND PRINC CUM FREQ	HLD TRNG CUM FREQ	SES PERCENT	ELIM SEX BIA CUM PERCENT
DISAGREE.....	1	1	1	2.632	2.632
UNDECIDED.....	17	18	18	44.737	47.368
AGREE.....	13	31	31	34.211	81.579
STRONGLY AGREE..	7	38	38	18.421	100.000

QUES47	STU FREQUENCY	FIND PRINC CUM FREQ	INTERPR CUM FREQ	NEED PERCENT	ELIM SEX BIA CUM PERCENT
DISAGREE.....	1	1	1	2.632	2.632
UNDECIDED.....	4	5	5	10.526	13.158
AGREE.....	25	30	30	65.789	78.947
STRONGLY AGREE..	8	38	38	21.053	100.000

QUES48	STU FREQUENCY	FIND PRINC CUM FREQ	ACTIVE RECRUIT CUM FREQ	INIC PRG PERCENT	PERCENT
DISAGREE.....	2	2	2	5.263	5.263
UNDECIDED.....	8	10	10	15.789	21.053
AGREE.....	19	29	29	50.000	71.053
STRONGLY AGREE..	11	40	40	28.947	100.000

QUES49	STU FREQUENCY	FIND PRINC CUM FREQ	ENCOUR STU CUM FREQ	CUMPL VCC REC PERCENT	PERCENT
UNDECIDED.....	1	1	1	2.632	2.632
AGREE.....	16	17	17	42.105	44.737
STRONGLY AGREE..	21	38	38	55.263	100.000

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QUES50	STU FREQUENCY	FIND PRINC CUM FREQ	PUBLICIZE CUM FREQ	EMPLOY POSSIB PERCENT	PERCENT
DISAGREE.....	1	1	1	2.632	2.632
UNDECIDED.....	4	5	5	10.526	13.158
AGREE.....	21	26	26	55.263	68.421
STRONGLY AGREE..	12	38	38	31.579	100.000

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INSTRUCTOR SURVEY2 (FREQUENCIES - QUESTION 1 THRU 73)

QUEST51	STU FIND FAMILY ENCCUR	ENTER AREA WISH
	FREQUENCY CUM FREQ	PERCENT CUM PERCENT
DISAGREE.....	3	7.895
UNDECIDED.....	7	18.421
AGREE.....	20	52.632
STRONGLY AGREE..	8	21.053
		100.000

QUEST52	STU FIND FAMILY ENCCUR	ENTER VOC PRCG
	FREQUENCY CUM FREQ	PERCENT CUM PERCENT
STRNGLY DISAGREE	1	2.632
DISAGREE.....	3	7.895
UNDECIDED.....	9	23.684
AGREE.....	18	47.368
STRONGLY AGREE..	7	18.421
		100.000

QUEST53	STU FIND FAMILY DEMO INT BY CONTACT SCH
	FREQUENCY CUM FREQ
STRNGLY DISAGREE	3
DISAGREE.....	13
UNDECIDED.....	9
AGREE.....	11
STRONGLY AGREE..	2
	38

QUEST54	STU FIND FAMILY DISCUSS POTEN PRGB/SCLL
	FREQUENCY CUM FREQ
STRNGLY DISAGREE	2
DISAGREE.....	8
UNDECIDED.....	10
AGREE.....	16
STRNGLY AGREE..	2
	38

QUEST55	STU FIND FAMILY WILL BE EMBARRASSED
	FREQUENCY CUM FREQ
STRNGLY DISAGREE	5
DISAGREE.....	17
UNDECIDED.....	12
AGREE.....	4
	38

INSTRUCTOR SURVEY

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INSTRUCTOR SURVEY2 (FREQUENCIES - QUESTION 1 THRU 73)

QUES56	STU FIND FAMILY WILL MAKE FUN OF THEM			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRNGLY DISAGREE	0	0	15.789	15.789
DISAGREE.....	21	27	55.263	71.053
UNDECIDED.....	9	36	23.684	94.737
AGREE.....	2	38	5.263	100.000

QUES57	STU FIND FAMILY EXPEC CWN CAR TO BE FOL			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRNGLY DISAGREE	2	2	5.263	5.263
DISAGREE.....	15	17	39.474	44.737
UNDECIDED.....	13	30	34.211	78.947
AGREE.....	7	37	18.421	97.368
STRONGLY AGREE..	1	38	2.632	100.000

QUES58	STU FIND FAMILY ATTEMPT CHG CWN SEX BIAS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRNGLY DISAGREE	1	1	2.632	2.632
DISAGREE.....	8	9	21.053	23.684
UNDECIDED.....	20	29	52.632	76.316
AGREE.....	8	37	21.053	97.368
STRONGLY AGREE..	1	38	2.632	100.000

QUES59	STU FIND FAMILY STRONGLY CPPCSE ENROLLMT			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRNGLY DISAGREE	2	2	5.263	5.263
DISAGREE.....	18	20	47.368	52.632
UNDECIDED.....	8	28	21.053	73.684
AGREE.....	9	37	23.684	97.368
STRONGLY AGREE..	1	38	2.632	100.000

QUES60	STU FIND FAMILY URGE COMPL PRUG CF CHLIC			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE.....	3	3	7.895	7.895
UNDECIDED.....	8	11	21.053	28.947
AGREE.....	23	34	60.526	89.474
STRONGLY AGREE..	4	38	10.526	100.000

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INSTRUCTOR SURVEY

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INSTRUCTOR SURVEY2 (FREQUENCIES - QUESTION 1 THRU 73)

QUES61	STU FIND FRIEND LAUGH AT THEM			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	5	5	13.158	13.158
DISAGREE.....	20	25	62.632	62.789
UNDECIDED.....	5	30	13.158	78.947
AGREE.....	7	37	18.421	97.368
STRONGLY AGREE..	1	38	2.632	100.000

QUES62	STU FIND FRIEND DISC BY SAY NOT GET JOE			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	3	3	7.895	7.895
DISAGREE.....	24	27	63.158	71.053
UNDECIDED.....	3	30	7.895	78.947
AGREE.....	8	38	21.053	100.000

QUES63	STU FIND FRIEND TREAT THEM AS OUTCAST			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	10	10	26.316	26.316
DISAGREE.....	23	33	60.526	86.842
UNDECIDED.....	3	36	7.895	94.737
AGREE.....	2	38	5.263	100.000

QUES64	STU FIND FRIEND ENCOUR THEM TO ENROLL			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE.....	7	7	18.421	18.421
UNDECIDED.....	7	14	18.421	36.842
AGREE.....	23	37	60.526	97.368
STRONGLY AGREE..	4	41	10.526	100.000

QUES65	STU FIND FRIEND DISC BY SAY LACK SKILLS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	4	4	10.526	10.526
DISAGREE.....	27	31	71.053	81.579
UNDECIDED.....	4	35	10.526	92.105
AGREE.....	2	37	5.263	97.368
STRONGLY AGREE..	1	38	2.632	100.000

INSTRUCTOR SURVEY

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INSTRUCTOR SURVEY2 (FREQUENCIES - QUESTION 1 THRU 73)

QUES66	STU FIND FRIEND DISC FROM TRY NEW THING				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
STRONGLY DISAGREE	4	4	10.526	10.526	
DISAGREE.....	23	27	60.526	71.053	
UNDECIDED.....	3	30	7.895	78.947	
AGREE.....	8	36	15.789	94.737	
STRONGLY AGREE..	2	38	5.263	100.000	

QUES67	STU FIND FRIEND SAY EASY TO GET A JOB				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
STRONGLY DISAGREE	2	2	5.263	5.263	
DISAGREE.....	22	24	57.895	63.158	
UNDECIDED.....	9	33	23.684	86.842	
AGREE.....	5	38	13.158	100.000	

QUES68	STU FIND FRIEND SUPP CHG ELIM SEX BIAS				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
STRONGLY DISAGREE	1	1	2.632	2.632	
DISAGREE.....	5	6	13.158	15.789	
UNDECIDED.....	10	16	26.316	42.105	
AGREE.....	20	36	52.632	94.737	
STRONGLY AGREE..	2	38	5.263	100.000	

QUES69	YOUR SEX				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
MALE.....	25	25	65.789	65.789	
FEMALE.....	13	38	34.211	100.000	

QUES70	WHICH TITLE APPLIES TO YOU				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
INSTRUCTOR.....	38	38	100.000	100.000	

QUES71	VOCATIONAL COURSE YOU ARE TEACHING				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
AGRICULTURE.....	5	5	13.158	13.158	
BUSINESS & CFF..	10	15	26.316	39.474	
HEALTH CAREER...	2	17	5.263	44.737	
HOME ECONOMICS..	1	18	2.632	47.368	
TRADE & INDUST..	20	38	52.632	100.000	

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INSTRUCTOR SURVEY

11:01 FRIDAY, OCTOBER 21, 19

INSTRUCTOR SURVEY2 (FREQUENCIES - QUESTION 1 THRU 73)

QUES72	NUMBER OF MALE STUDENTS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
NONE.....	1	1	2.632	2.632
ONE - TWO.....	3	4	7.895	10.526
SIX - EIGHT.....	4	8	10.526	21.053
OVER EIGHT.....	30	38	78.947	100.000

QUES73	NUMBER OF FEMALE STUDENTS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
NONE.....	5	5	13.158	13.158
ONE - TWO.....	5	10	13.158	26.316
THREE - FIVE.....	7	17	18.421	44.737
SIX - EIGHT.....	9	21	10.526	55.263
OVER EIGHT.....	17	38	44.737	100.000

INSTRUCTOR SURVEY

11:01 FRIDAY, OCTOBER 21, 198

INSTRUCTOR SURVEY2 (MEANS - QUESTION 1 THRU 73)

VARIABLE	LABEL	N	A MISSING	MEAN	STANDARD DEVIATION
QUES1	STU FIND TEACH WILL WELCOME ANY STUDENT	38		4.7105	0.653
QUES2	STU FIND TEACH WILL GIVE SAME ASSIGNMENT	38	C	4.4737	0.575
QUES3	STU FIND TEACH WILL NOT SEP GRPS FOR PRJ	38	C	4.5263	0.852
QUES4	STU FIND TEACH WILL ONLY FEM/MAL CO DEMO	38	C	1.3684	0.750
QUES5	STU FIND TEACH WILL MAKE COMPARISONS	38	C	1.8158	1.061
QUES6	STU FIND TEACH WILL ENCCU MAL CH CAR INC	38	C	1.3421	0.745
QUES7	STU FIND TEACH WILL USE SAME GRADING	38	C	4.7366	0.503
QUES8	STU FIND TEACH WILL EQ ENCCUR COMPL PRUG	38	C	4.8684	0.342
QUES9	STU FIND TEACH EXPL PRGB WHN SEEK JOB OP	38	C	3.8421	1.127
QUES10	STU FIND TEACH NOTIF IF TKT UNFAIR CLASS	38	C	4.2105	0.810
QUES11	STU FIND TEACH INFO AVAILABLE ON CPORT	38	C	4.4474	0.554
QUES12	STU FIND TEACH MAKE FUN OF THEM IN CLASS	38	C	1.1316	0.342
QUES13	STU FIND TEACH USE TEXTBK SHCH M/F WORK	38	C	4.5789	0.683
QUES14	STU FIND TEACH OPPORT TALK W/PERSON FLD	38	C	3.8547	0.923
QUES15	STU FIND TEACH TRY ELIMINATE SEX BIAS	38	C	4.3084	1.024
QUES16	STU FIND TEACH USE WORDS PREV LABEL JOBS	38	C	3.8156	1.086
QUES17	STU LIKE FEEL MALE STU CONSIDERED SISSY	38	C	2.3156	1.275
QUES18	STU LIKE FEEL FEM STU CONSIDERED TOMBOY	38	C	2.1842	1.248
QUES19	STU LIKE FEEL STU ENTER CCUR FOR SOCIAL	38	C	2.2895	1.160
QUES20	STU LIKE FEEL SOME VCC COUR ONLY FOR MAL	38	C	2.0326	1.229
QUES21	STU LIKE FEEL STU EXPEC MAKE BETTER GRDE	38	C	1.8053	0.754
QUES22	STU LIKE FEEL STU FEEL UNCOMFORTABLE	38	C	2.1053	1.085
QUES23	STU LIKE FEEL STU NOT TREATED FAIRLY	38	C	1.8842	0.875
QUES24	STU LIKE FEEL STU UNABLE GET JOB IN FLD	38	C	1.9211	0.749
QUES25	STU LIKE FEEL ALL VCC PRUG OPEN TO ALL	38	C	4.5789	0.889
QUES26	STU LIKE FEEL FEM LACK KNOWLEDGE IN MATH	38	C	1.4211	0.442
QUES27	STU LIKE FEEL SCHOOL SUPP ELIM SEX BIAS	38	C	4.4474	0.851
QUES28	STU LIKE FEEL MALE LACK FINGER COCKINAT	38	C	1.3421	0.480
QUES29	STU FIND CCUNS USE SAME ADMISSION POLICY	38	C	4.2632	0.920
QUES30	STU FIND CCUNS COUNSEL M/F STU DIFFERENT	38	C	2.1022	1.067
QUES31	STU FIND CCUNS POINT OUT SEX BIASES	38	C	3.5000	0.830
QUES32	STU FIND CCUNS EMPH SAL IN JOBS TRAC MEN	38	C	3.2632	0.760
QUES33	STU FIND CCUNS MAK AWARE PROB ENROL IN CL	38	C	3.4474	0.891
QUES34	STU FIND CCUNS ENCCUR ALL COMPL VCC KEY	38	C	3.5474	1.115
QUES35	STU FIND CCUNS EXPOSE STU TO PERS IN FLD	37	C	3.4524	0.856
QUES36	STU FIND CCUNS EXPLOR VARIETY CAREER OPT	38	C	3.8158	0.833
QUES37	STU FIND CCUNS DEMO VCC CCUNS IMPERT FEM	38	C	3.8947	0.923
QUES38	STU FIND CCUNS TRY ELIM SEX BIAS IN CCUN	38	C	4.0526	0.803
QUES39	STU FIND CCUNS COUNSEL WITH PARENTS	38	C	3.1053	0.831
QUES40	STU FIND CCUNS ADVISE STU/PAR OF CAR OPT	38	C	3.6316	0.997
QUES41	STU FIND PRINC ISSUE NCNDISC POLICY STMT	38	C	4.5526	0.554
QUES42	STU FIND PRINC NOTIFY CE TITLE IV COMPLI	38	C	4.3547	0.754
QUES43	STU FIND PRINC REVIEW POLICY FOR SEX BIA	38	C	4.3156	0.875
QUES44	STU FIND PRINC NOT DISCH USE REST/EQUIP	37	C	4.3314	0.789
QUES45	STU FIND PRINC PUBLICZ VOC COUR OPEN ALL	38	C	1.5526	0.857
QUES46	STU FIND PRINC HLD TRNG SES ELIM SEX BIA	38	C	3.6842	0.806
QUES47	STU FIND PRINC INTERPR NEED ELIM SEX BIA	38	C	4.0526	0.653
QUES48	STU FIND PRINC ACTIVE RECRUIT INTO PRUG	38	C	4.0263	0.821
QUES49	STU FIND PRINC ENCCUR STU COMPL VCC KEY	38	C	4.5263	0.556
QUES50	STU FIND PRINC PUBLICIZE EMPLOY POSSIB	38	C	4.1579	0.717
QUES51	STU FIND FAMILY ENCCUR ENTER AREA WISH	38	C	3.8684	0.843
QUES52	STU FIND FAMILY ENCCUR ENTER VCC PRUG	38	C	3.7105	0.936
QUES53	STU FIND FAMILY DEMO INT BY CONTACT SCH	38	C	2.8947	1.065

INSTRUCTOR SURVEY

11:01 FRIDAY, OCTOBER 21, 19

INSTRUCTOR SURVEY2 (MEANS - QUESTION 1 THRU 73)

VARIABLE	LABEL	N	N MISSING	MEAN	STANDARD DEVIATION
QUES54	STU FIND FAMILY DISCUSS POTEN PROB/SCLO	38	0	3.2105	1.017
QUES55	STU FIND FAMILY WILL BE EMBARRASSED	38	0	2.3947	0.855
QUES56	STU FIND FAMILY WILL MAKE FUN OF THEM	38	0	2.1842	0.768
QUES57	STU FIND FAMILY EXPECT OWN CAR TO BE FOL	38	0	2.7368	0.920
QUES58	STU FIND FAMILY ATTEMPT CHG OWN SEX BIAS	38	0	3.0000	0.800
QUES59	STU FIND FAMILY STRONGLY OPPOSE ENROLLMT	38	0	2.7105	0.983
QUES60	STU FIND FAMILY URGE COMPL PROG OF CHCIC	38	0	3.7368	0.760
QUES61	STU FIND FRIEND LAUGH AT THEM	38	0	2.4474	1.031
QUES62	STU FIND FRIEND DISC BY SAY NOT GET JOB	38	0	2.4211	0.919
QUES63	STU FIND FRIEND TREAT THEM AS OUTCAST	38	0	1.9211	0.745
QUES64	STU FIND FRIEND ENCOUR THEM TO ENROLL	38	0	3.7105	0.800
QUES65	STU FIND FRIEND DISC BY SAY LACK SKILLS	38	0	2.1842	0.800
QUES66	STU FIND FRIEND DISC FROM TRY NEW THING	38	0	2.4474	1.037
QUES67	STU FIND FRIEND SAY EASY TO GET A JOB	38	0	2.4474	0.753
QUES68	STU FIND FRIEND SUPP CHG ELIM SEX BIAS	38	0	3.4474	0.891
QUES69	YOUR SEX	38	0	1.3421	0.460
QUES70	WHICH TITLE APPLIES TO YOU	38	0	3.0000	0.000
QUES71	VOCATIONAL COURSE YOU ARE TEACHING	38	0	3.5526	1.639
QUES72	NUMBER OF MALE STUDENTS	38	0	4.5526	1.031
QUES73	NUMBER OF FEMALE STUDENTS	38	0	3.6053	1.498

NON-TRADITIONAL STUDENT SURVEY
NON-TRAD. STUDENT (FREQUENCIES - QUESTIONS 1 THRU 30)

11:49 FRIDAY, OCTOBER 21, 1982

QUES1	FREQUENCY	YOUR SEX CUM FREQ	PERCENT	CUM PERCENT
MALE.....	75	75	32.328	32.328
FEMALE.....	154	229	60.379	92.707
4	2	231	0.802	99.509
5	1	232	0.431	100.000

QUES2	FREQUENCY	VOCATIONAL COURSES CUM FREQ	ENROLLED IN PERCENT	CUM PERCENT
AGRICULTURE.....	1	1	9.524	9.524
BUSINESS & CFF..	22	23	17.749	27.273
HEALTH CAREERS..	41	63	7.359	34.632
HOME ECONOMICS..	17	80	6.061	40.693
TRADE & INDUST..	14	94	59.307	100.000
137	231			

QUES3	FREQUENCY	NUMBER OF YEARS CUM FREQ	ENROLLED PERCENT	CUM PERCENT
ONE.....	1	1	67.905	67.905
TWO.....	157	157	22.511	90.476
THREE.....	52	209	4.762	95.238
FOUR.....	11	220	4.329	99.567
5	10	230	0.433	100.000
	1	231		

QUES4	FREQUENCY	TYPE OF PROGRAM CUM FREQ	ENROLLED IN PERCENT	CUM PERCENT
TRADITIONAL.....	3	3	14.410	14.410
NONTRADITIONAL..	33	36	85.153	99.563
4	195	228	0.437	100.000
	1	229		

QUES5	FREQUENCY	YEARLY HOUSEHOLD CUM FREQ	INCOME PERCENT	CUM PERCENT
LESS THAN \$5,000	33	33	14.224	14.224
\$5,001-\$10,000	25	58	10.776	25.000
\$10,001-\$15,000	14	72	6.034	31.034
\$15,001-\$20,000	53	125	22.845	53.879
\$20,001 & OVER	107	232	40.121	100.000

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NON-TRADITIONAL STUDENT SURVEY
NON-TRAD. STUDENT (FREQUENCIES - QUESTIONS 1 THRU 30)

11:49 FRIDAY, OCTOBER 21, 1

QUES6	PRESENT OCCUPATION OF FATHER			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	12			
EMPLOYED AS.....	144	144	65.455	65.455
NCT EMPLOYED.....	43	187	19.545	85.000
DO NCT KNOW.....	31	218	14.091	99.091
	4	220	0.905	100.000

QUEST7	PRESENT OCCUPATION OF MOTHER			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	0			
EMPLOYED AS.....	125	125	55.310	55.310
NCT EMPLOYED.....	74	199	32.743	88.053
DO NCT KNOW.....	20	219	8.850	96.903
	4	222	1.327	98.230
	5	226	1.770	100.000

QUES8	FATHER HIGHEST LEVEL OF EDUCATION			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	1			
GRADE 8 OR LESS	53	53	22.944	22.944
SOME HIGH SCHOOL	74	127	32.035	54.978
HIGH SCHOOL GRAD	16	143	6.926	61.905
SOME COLLEGE.....	32	175	13.053	75.758
COLLEGE GRAD.....	56	231	24.242	100.000

QUES9	MOTHER HIGHEST LEVEL OF OCCUPATION			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	1			
GRADE 8 OR LESS	48	48	20.779	20.779
SOME HIGH SCHOOL	75	123	32.408	53.247
HIGH SCHOOL GRAD	37	160	16.017	69.264
SOME COLLEGE.....	30	190	12.957	82.251
COLLEGE GRAD.....	41	231	17.749	100.000

QUES10	TEACH EXPECT MALE C FEN LEARN SAME SKILL			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	1			
YES.....	209	209	90.476	90.476
NO.....	18	227	7.792	98.268
	3	228	0.433	98.701
	4	229	0.433	99.134
	5	231	0.866	100.000

NON-TRADITIONAL STUDENT SURVEY

11:49 FRIDAY, OCTOBER 21, 198

NON-TRAC. STUDENT (FREQUENCIES - QUESTIONS 1 THRU 30)

QUES11	TEACHER TREAT MALE & FEM DIFFERENTLY				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
YES.....	46	46	19.828	19.828	
NC.....	182	228	78.448	98.276	
	3	230	0.862	99.138	
	5	232	0.862	100.000	

QUES12	DO YOU WORK AS HARD AS IN OTHER CLASSES				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
YES.....	1	1	75.758	75.758	
NC.....	175	229	23.810	99.567	
	4	231	0.433	100.000	

QUES13	BOTHER YOU IF TEXT HAVE ONLY ONE SEX				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
YES.....	28	28	12.069	12.069	
NC.....	201	229	86.638	98.707	
	4	231	0.862	99.569	
	5	232	0.431	100.000	

QUES14	EXTENT INFLUENCED BY FATHER/GUARDIAN				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
NO IMPORTANCE...	3	3	34.934	34.934	
LITTLE IMPORTANC	80	80	13.974	48.908	
MOD IMPORTANT...	32	112	14.847	63.755	
IMPORTANT.....	34	146	15.284	79.039	
VERY IMPORTANT..	35	181	20.961	100.000	
	48	229			

QUES15	EXTENT INFLUENCED BY MOTHER/GUARDIAN				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
NO IMPORTANCE...	1	1	27.706	27.706	
LITTLE IMPORTANC	64	64	16.450	44.156	
MCC IMPORTANT...	38	102	22.078	66.234	
IMPORTANT.....	51	153	13.420	79.654	
VERY IMPORTANT..	31	184	20.346	100.000	
	47	231			

NON-TRADITIONAL STUDENT SURVEY
NON-TRAD. STUDENT (FREQUENCIES - QUESTIONS 1 THRU 30)

11:49 FRIDAY, OCTOBER 21,

QUES16	EXTENT INFLUENCED BY BROTHER(S)			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
NO IMPORTANCE...	6	6	57.522	57.522
LITTLE IMPORTANC	130	136	13.717	71.239
MCC IMPORTANT...	31	167	11.947	83.186
IMPORTANT.....	27	194	7.522	90.708
VERY IMPORTANT..	17	211	9.292	100.000

QUES17	EXTENT INFLUENCED BY SISTER(S)			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
NO IMPORTANCE...	7	7	60.000	60.000
LITTLE IMPORTANC	137	144	12.281	72.281
MCC IMPORTANT...	26	170	10.088	82.369
IMPORTANT.....	23	193	8.772	91.141
VERY IMPORTANT..	20	213	8.772	100.000

QUES18	EXTENT INFLUENCED BY MALE FRIENDS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
NO IMPORTANCE...	2	2	32.609	32.609
LITTLE IMPORTANC	75	77	24.348	56.957
MCC IMPORTANT...	50	127	19.130	76.087
IMPORTANT.....	44	171	15.652	91.739
VERY IMPORTANT..	36	207	8.201	100.000

QUES19	EXTENT INFLUENCED BY FEMALE FRIENDS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
NO IMPORTANCE...	1	1	27.273	27.273
LITTLE IMPORTANC	63	64	19.048	46.320
MCC IMPORTANT...	44	108	22.744	69.064
IMPORTANT.....	53	161	19.048	88.312
VERY IMPORTANT..	44	205	11.688	100.000

QUES20	EXTENT INFLUENCED BY COUNSELORS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
NO IMPORTANCE...	1	1	52.814	52.814
LITTLE IMPORTANC	122	123	13.853	66.667
MCC IMPORTANT...	32	155	13.853	80.519
IMPORTANT.....	32	187	12.554	93.074
VERY IMPORTANT..	29	216	6.926	100.000

NON-TRADITIONAL STUDENT SURVEY

11:49 FRIDAY, OCTOBER 21, 196

NON-TRAC. STUDENT (FREQUENCIES - QUESTIONS 1 THRU 30)

QUES21	EXTENT INFLUENCED BY REGULAR TEACHERS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
NO IMPORTANCE...	2			
LITTLE IMPORTANC	121	121	52.609	52.609
MOD IMPORTANT...	40	161	17.391	70.000
IMPORTANT.....	34	195	14.783	84.783
VERY IMPORTANT..	21	216	9.130	93.913
	14	230	6.087	100.000

QUES22	EXTENT INFLUENCED BY VOC TEACHERS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
NO IMPORTANCE...	2			
LITTLE IMPORTANC	82	82	35.652	35.652
MOD IMPORTANT...	32	114	13.913	49.565
IMPORTANT.....	37	151	18.087	67.652
VERY IMPORTANT..	42	193	18.261	85.913
	37	230	16.087	100.000

QUES23	EXTENT INFLUENCED BY PRINCIPAL			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
NO IMPORTANCE...	3			
LITTLE IMPORTANC	144	144	62.882	62.882
MOD IMPORTANT...	28	172	12.227	75.109
IMPORTANT.....	22	194	9.807	84.916
VERY IMPORTANT..	17	211	7.424	92.340
	16	227	7.860	100.000

QUES24	EXTENT INFLUENCED BY YOURSELF			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
NO IMPORTANCE...	3			
LITTLE IMPORTANC	19	19	8.297	8.297
MOD IMPORTANT...	7	26	3.057	11.354
IMPORTANT.....	18	44	7.860	19.214
VERY IMPORTANT..	47	91	20.524	39.738
	138	229	60.262	100.000

QUES25	FEEL AS COMFORT IN VCC AS IN OTHER CLASS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
YES, FEEL COMFORT	1			
NO, MANY OPPC SEX	208	208	90.043	90.043
NO, TOO DIFFICULT	7	215	3.030	93.074
NO, TREAT M/F CIF	4	219	1.732	94.806
NO, EQP CPPD SEX	6	225	2.597	97.403
	6	231	2.597	100.000

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NON-TRADITIONAL STUDENT SURVEY

11:49 FRIDAY, OCTOBER 21,

NON-TRAC. STUDENT (FREQUENCIES - QUESTIONS 1 THRU 30)

QUES26 SCH DO ANYTHG MAKE COMMUN AWARE SEX BIAS
FREQUENCY CUM FREQ PERCENT CUM PERCENT

	5			
YES, CAR ACTIVIT	62	62	27.313	27.313
YES, BULLET BOARD	27	89	11.894	39.207
YES, STU NEWSPAPR	12	101	5.286	44.493
YES, CO-OP OPPORT	12	133	14.097	58.590
NO.....	94	227	41.410	100.000

QUES27 RECEIVE ENCOURAGEMENT FROM COUNSELOR
FREQUENCY CUM FREQ PERCENT CUM PERCENT

	1			
YES.....	68	68	28.571	28.571
NO.....	158	224	68.398	96.970
	3	227	1.299	98.268
	5	231	1.732	100.000

QUES28 COUNS INFORM YOU OF SKILLS IN VOC CLASS
FREQUENCY CUM FREQ PERCENT CUM PERCENT

	2			
YES.....	110	110	47.826	47.826
NO.....	114	224	45.565	97.391
	3	227	1.304	98.696
	4	230	1.304	100.000

QUES29 BELIEVE YOU HAVE SKILL FOR GETTING JOB
FREQUENCY CUM FREQ PERCENT CUM PERCENT

	3			
YES.....	169	169	73.799	73.799
NO.....	56	225	24.454	98.253
	3	227	0.873	99.127
	4	229	0.873	100.000

QUES30 TEACH MADE YOU AWARE OF DIFFIC IN GET JOB
FREQUENCY CUM FREQ PERCENT CUM PERCENT

	2			
YES.....	137	137	59.565	59.565
NO.....	88	225	38.261	97.826
	3	228	1.304	99.130
	4	229	0.435	99.565
	5	230	0.435	100.000

NON-TRADITIONAL STUDENT SURVEY

11:49 FRIDAY, OCTOBER 21, 1980

NON-TRAD. STUDENT (MEANS - QUESTIONS 1 THRU 30)

RIABLE	LABEL	N	N MISSING	MEAN	STANDARD DEVIATION
ES1	YOUR SEX	232	0	1.7069	0.5586
ES2	VOCATIONAL COURSES ENROLLED IN	231	1	3.8788	1.4529
ES3	NUMBER OF YEARS ENROLLED	231	1	1.4075	0.8116
ES4	TYPE OF PROGRAM ENROLLED IN	229	3	1.8646	0.3793
ES5	YEARLY HOUSEHOLD INCOME	232	0	3.7586	1.4778
ES6	PRESENT OCCUPATION OF FATHER	220	12	1.5045	0.7675
ES7	PRESENT OCCUPATION OF MOTHER	226	6	1.6150	0.8420
ES8	FATHER HIGHEST LEVEL OF EDUCATION	231	1	2.8442	1.5271
ES9	MOTHER HIGHEST LEVEL OF OCCUPATION	231	1	2.7446	1.3924
ES10	TEACH EXPECT MALE & FEM LEARN SAME SKILL	231	1	1.1342	0.5058
ES11	TEACHER TREAT MALE & FEM DIFFERENTLY	232	0	1.8362	0.5087
ES12	DO YOU WORK AS HARD AS IN OTHER CLASSES	231	1	1.2511	0.4636
ES13	BOTHER YOU IF TEXT HAVE ONLY ONE SEX	232	0	1.9095	0.4319
ES14	EXTENT INFLUENCED BY FATHER/GUARDIAN	229	3	2.7332	1.5711
ES15	EXTENT INFLUENCED BY MOTHER/GUARDIAN	231	1	2.8225	1.4628
ES16	EXTENT INFLUENCED BY BROTHER(S)	226	6	1.9735	1.3562
ES17	EXTENT INFLUENCED BY SISTER(S)	228	4	1.9386	1.3568
ES18	EXTENT INFLUENCED BY MALE FRIENDS	230	2	2.4261	1.3088
ES19	EXTENT INFLUENCED BY FEMALE FRIENDS	231	1	2.0883	1.3602
ES20	EXTENT INFLUENCED BY COUNSELORS	231	1	2.0693	1.3396
ES21	EXTENT INFLUENCED BY REGULAR TEACHERS	230	2	1.9675	1.2624
ES22	EXTENT INFLUENCED BY VOC TEACHERS	230	2	2.0522	1.5100
ES23	EXTENT INFLUENCED BY PRINCIPAL	229	3	1.8515	1.3095
ES24	EXTENT INFLUENCED BY YOURSELF	229	3	4.2140	1.2292
ES25	FEEL AS COMFORT IN VOC AS IN OTHER CLASS	231	1	1.2468	0.8313
ES26	SCH DO ANYTHG MAKE COMMUN AWARE SEX BIAS	227	5	3.3040	1.7115
ES27	RECEIVE ENCOURAGEMENT FROM COUNSELOR	231	1	1.7772	0.8384
ES28	COUNS INFORM YOU OF SKILLS IN VOC CLASS	230	2	1.5009	0.5934
ES29	BELIEVE YOU HAVE SKILL FOR GETTING JOB	229	3	1.2862	0.5256
ES30	TEACH MADE YOU AWARE OF DIFFIC IN GET JOB	230	2	1.4391	0.2534

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PARENT OF NON-TRADITIONAL STUDENT

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PARENT NON-TRAD STUDENT (FREQUENCIES - QUESTIONS 1 THRU 77)

QUES1	STU FIND TEACH WILL WELCOME ANY STU			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	2	2	2.857	2.857
DISAGREE.....	2	4	2.857	5.714
UNDECIDED.....	3	7	4.286	10.000
AGREE.....	40	47	57.143	67.143
STRONGLY AGREE..	23	70	32.857	100.000

QUES2	STU FIND TEACH WILL GIVE SAME ASSIGN			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	2	2	2.857	2.857
DISAGREE.....	4	6	5.714	8.571
UNDECIDED.....	3	9	4.286	12.857
AGREE.....	36	45	51.429	64.286
STRONGLY AGREE..	25	70	35.714	100.000

QUES3	STU FIND TEACH WILL NOT SEP GRPS FOR PRJ			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	1	1.429	1.429
DISAGREE.....	2	3	2.857	4.286
UNDECIDED.....	4	7	5.714	10.000
AGREE.....	35	42	50.000	60.000
STRONGLY AGREE..	25	67	35.714	100.000

QUES4	STU FIND TEACH WILL ONLY FEM/MAL DO DEMO			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	1	3.333	3.333
DISAGREE.....	23	24	40.377	43.710
UNDECIDED.....	5	29	7.246	50.957
AGREE.....	7	36	10.145	61.101
STRONGLY AGREE..	2	38	2.899	100.000

QUES5	STU FIND TEACH WILL MAKE COMPARISONS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	18	18	25.714	25.714
DISAGREE.....	28	46	40.000	65.714
UNDECIDED.....	7	53	10.000	75.714
AGREE.....	14	67	20.000	95.714
STRONGLY AGREE..	3	70	4.286	100.000

PARENT OF NON-TRADITIONAL STUDENT
PARENT NON-TRAD STUDENT (FREQUENCIES - QUESTIONS 1 THRU 77)

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QUES6	STU FIND TEACH WILL ENCOU MAL CH CAR IND				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
STRONGLY DISAGREE	28	28	40.000	40.000	
DISAGREE.....	31	59	44.286	84.286	
UNDECIDED.....	6	65	8.571	92.857	
AGREE.....	4	69	5.714	98.571	
STRONGLY AGREE..	1	70	1.429	100.000	

QUEST7	STU FIND TEACH WILL USE SAME GRADING				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
STRONGLY DISAGREE	4	4	5.714	5.714	
DISAGREE.....	2	6	2.857	8.571	
UNDECIDED.....	3	9	4.286	12.857	
AGREE.....	31	40	44.286	57.143	
STRONGLY AGREE..	30	70	42.857	100.000	

QUES8	STU FIND TEACH WILL ENCOU CUMPL PRG				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
DISAGREE.....	1	1	4.348	4.348	
UNDECIDED.....	3	4	5.797	10.145	
AGREE.....	4	7	44.928	55.072	
STRONGLY AGREE..	31	69	44.928	100.000	

QUES9	STU FIND TEACH EXPL PRG WHEN SEEK JCE CP				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
DISAGREE.....	3	3	4.286	4.286	
UNDECIDED.....	21	24	30.000	34.286	
AGREE.....	40	64	57.143	91.429	
STRONGLY AGREE..	6	70	8.571	100.000	

QUES10	STU FIND TEACH NOTIF IF TRT UNFAIR CLASS				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
STRONGLY DISAGREE	4	4	5.714	5.714	
DISAGREE.....	3	7	4.286	10.000	
UNDECIDED.....	12	19	17.143	27.143	
AGREE.....	26	45	37.143	64.286	
STRONGLY AGREE..	25	70	35.714	100.000	

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PARENT NON-TRAD STUDENT (FREQUENCIES - QUESTIONS 1 THRU 77)

QUES11	STU FIND TEACH INFO AVAILABLE CN OPPORT			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	1	1.429	1.429
UNDECIDED.....	8	9	11.429	12.857
AGREE.....	37	46	52.857	65.714
STRONGLY AGREE..	24	70	34.286	100.000

QUES12	STU FIND TEACH MAKE FUN OF THEM IN CLASS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	44	44	62.857	62.857
DISAGREE.....	17	61	24.286	87.143
UNDECIDED.....	3	64	7.143	94.286
AGREE.....	3	67	4.286	98.571
STRONGLY AGREE..	1	70	1.429	100.000

QUES13	STU FIND TEACH USE TEXTBK SHWN M/F CKK			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	2	2	2.857	2.857
DISAGREE.....	5	7	7.143	10.000
UNDECIDED.....	13	20	18.571	28.571
AGREE.....	40	60	57.143	85.714
STRONGLY AGREE..	10	70	14.286	100.000

QUES14	STU FIND TEACH OPPORT TALK w/PERSON FLD			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	1	1.429	1.429
DISAGREE.....	6	7	8.571	10.000
UNDECIDED.....	11	18	15.714	25.714
AGREE.....	40	58	57.143	82.857
STRONGLY AGREE..	12	70	17.143	100.000

QUES15	STU FIND TEACH TRY ELIMINATE SEX BIAS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	4	4	5.714	5.714
DISAGREE.....	7	11	10.000	15.714
UNDECIDED.....	11	22	15.714	31.429
AGREE.....	28	30	40.000	71.429
STRONGLY AGREE..	20	70	28.571	100.000

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PARENT NON-TRAD STUDENT (FREQUENCIES - QUESTIONS 1 THRU 77)

QUES16	STU FIND TEACH USE WCRDS PREV LABEL JOES				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
STRONGLY DISAGREE	1	1	1.449	1.449	
DISAGREE.....	9	10	13.043	14.493	
UNDECIDED.....	20	30	26.936	43.478	
AGREE.....	33	63	47.826	91.304	
STRONGLY AGREE..	6	69	8.696	100.000	

QUES17	STU LIKE FEEL MALE STU CONSIDERED Sissy				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
STRONGLY DISAGREE	13	13	16.571	16.571	
DISAGREE.....	32	45	45.714	64.286	
UNDECIDED.....	4	49	5.714	70.000	
AGREE.....	16	65	22.857	92.857	
STRONGLY AGREE..	5	70	7.143	100.000	

QUES18	STU LIKE FEEL FEM STU CONSIDERED TOMELY				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
STRONGLY DISAGREE	16	16	22.857	22.857	
DISAGREE.....	26	42	40.000	62.857	
UNDECIDED.....	4	46	5.714	68.571	
AGREE.....	17	63	24.286	92.857	
STRONGLY AGREE..	5	70	7.143	100.000	

QUES19	STU LIKE FEEL STU ENTER COUR FOR SOCIAL				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
STRONGLY DISAGREE	14	14	20.000	20.000	
DISAGREE.....	34	48	48.571	68.571	
UNDECIDED.....	9	57	12.857	81.429	
AGREE.....	9	66	12.857	94.286	
STRONGLY AGREE..	4	70	5.714	100.000	

QUES20	STU LIKE FEEL SOME VCC COUR ONLY FOR MAL				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
STRONGLY DISAGREE	19	19	27.143	27.143	
DISAGREE.....	33	52	47.143	74.286	
UNDECIDED.....	6	58	8.571	82.857	
AGREE.....	8	66	11.429	94.286	
STRONGLY AGREE..	4	70	5.714	100.000	

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PARENT NON-TRAD STUDENT (FREQUENCIES - QUESTIONS 1 THRU 77)

QUES21 STU LIKE FEEL STU EXPEC MAKE BETTER GRCE
FREQUENCY CUM FREQ PERCENT CUM PERCENT

STRONGLY DISAGREE	14	14	20.000	20.000
DISAGREE.....	45	59	84.286	84.286
UNDECIDED.....	3	62	4.286	88.571
AGREE.....	4	66	5.714	94.286
STRONGLY AGREE..	4	70	5.714	100.000

QUES22 STU LIKE FEEL STU FEEL UNCOMFORTABLE
FREQUENCY CUM FREQ PERCENT CUM PERCENT

STRONGLY DISAGREE	0	0	0.571	0.571
DISAGREE.....	31	37	44.286	52.857
UNDECIDED.....	4	45	11.429	64.286
AGREE.....	22	67	31.429	95.714
STRONGLY AGREE..	3	70	4.286	100.000

QUES23 STU LIKE FEEL STU NOT TREATED FAIRLY
FREQUENCY CUM FREQ PERCENT CUM PERCENT

STRONGLY DISAGREE	17	17	24.286	24.286
DISAGREE.....	35	52	50.000	74.286
UNDECIDED.....	4	56	5.714	80.000
AGREE.....	13	69	18.571	98.571
STRONGLY AGREE..	1	70	1.429	100.000

QUES24 STU LIKE FEEL STU UNABLE GET JOB IN FLC
FREQUENCY CUM FREQ PERCENT CUM PERCENT

STRONGLY DISAGREE	12	12	17.143	17.143
DISAGREE.....	46	58	65.714	82.857
UNDECIDED.....	7	65	10.000	92.857
AGREE.....	3	68	4.286	97.143
STRONGLY AGREE..	2	70	2.857	100.000

QUES25 STU LIKE FEEL ALL VCC PRCG OPEN TO ALL
FREQUENCY CUM FREQ PERCENT CUM PERCENT

STRONGLY DISAGREE	3	3	4.286	4.286
DISAGREE.....	1	4	1.429	5.714
UNDECIDED.....	1	5	1.429	7.143
AGREE.....	22	27	31.429	38.571
STRONGLY AGREE..	43	70	61.429	100.000

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PARENT NON-TRAD STUDENT (FREQUENCIES - QUESTIONS 1 THRU 77)

QUES26	STU LIKE FEEL FEM LACK KNOWLEDGE IN MATH				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
	1				
STRONGLY DISAGREE	30	30	43.478	43.478	
DISAGREE.....	28	58	40.580	84.058	
UNDECIDED.....	5	63	7.246	91.304	
AGREE.....	2	65	2.899	94.203	
STRONGLY AGREE..	4	69	5.797	100.000	

QUES27	STU LIKE FEEL SCHOOL SUPP ELIM SEX BIAS				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
	1				
STRONGLY DISAGREE	1	1	1.449	1.449	
DISAGREE.....	5	6	7.246	8.696	
UNDECIDED.....	4	10	5.797	14.493	
AGREE.....	30	40	43.478	57.971	
STRONGLY AGREE..	29	69	42.025	100.000	

QUES28	STU LIKE FEEL MALE LACK FINGER COORDINAT				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
	1				
STRONGLY DISAGREE	33	33	47.826	47.826	
DISAGREE.....	29	62	42.025	89.855	
UNDECIDED.....	3	65	4.348	94.203	
AGREE.....	4	69	5.797	100.000	

QUES29	STU FIND COUNS USE SAME ADMISSION POLICY				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
DISAGREE.....	5	5	7.143	7.143	
UNDECIDED.....	5	10	7.143	14.286	
AGREE.....	45	55	64.286	78.571	
STRONGLY AGREE..	15	70	21.429	100.000	

QUES30	STU FIND COUNS COUNSEL M/F STU DIFFERENT				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
STRONGLY DISAGREE	13	13	18.571	18.571	
DISAGREE.....	31	44	44.286	62.857	
UNDECIDED.....	11	55	15.714	78.571	
AGREE.....	14	69	20.000	98.571	
STRONGLY AGREE..	1	70	1.429	100.000	

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PARENT NON-TRAD STUDENT (FREQUENCIES - QUESTIONS 1 THRU 77)

QUES31	STU FIND CCUNS POINT OUT SEX BIASES			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	3	3	4.286	4.286
DISAGREE.....	0	3	8.571	12.857
UNDECIDED.....	14	23	20.000	32.857
AGREE.....	43	66	61.429	94.286
STRONGLY AGREE..	4	70	5.714	100.000

QUES32	STU FIND CCUNS EMPH SAL IN JOBS TRAD MEN			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	5	5	7.143	7.143
DISAGREE.....	10	21	22.857	30.000
UNDECIDED.....	22	43	31.429	61.429
AGREE.....	25	68	35.714	97.143
STRONGLY AGREE..	2	70	2.857	100.000

QUES33	STU FIND CCUNS MAK AWAR PROB ENROL IN CL			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	4	4	5.714	5.714
DISAGREE.....	10	14	14.286	20.000
UNDECIDED.....	12	26	17.143	37.143
AGREE.....	39	65	55.714	92.857
STRONGLY AGREE..	5	70	7.143	100.000

QUES34	STU FIND CCUNS ENCOR ALL COMPL VCC REQ			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	1	1.429	1.429
DISAGREE.....	4	5	5.714	7.143
UNDECIDED.....	3	8	4.286	11.429
AGREE.....	42	50	60.000	71.429
STRONGLY AGREE..	20	70	28.571	100.000

QUES35	STU FIND CCUNS EXPOSE STU TO PERS IN FLC			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	3	3	4.286	4.286
DISAGREE.....	9	12	12.857	17.143
UNDECIDED.....	14	26	20.000	37.143
AGREE.....	37	63	52.857	90.000
STRONGLY AGREE..	7	70	10.000	100.000

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PARENT NON-TRAD STUDENT (FREQUENCIES - QUESTIONS 1 THRU 77)

QUES36	STU FIND CCUNS	EXPLOR VARIETY CAREER CPT		
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	1	1.429	1.429
DISAGREE.....	5	6	7.143	8.571
UNDECIDED.....	8	14	11.429	20.000
AGREE.....	42	58	60.000	80.000
STRONGLY AGREE..	14	70	20.000	100.000

QUES37	STU FIND CCUNS	DEMO VOC CCUNS IMPRT FEM		
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE.....	4	4	5.714	5.714
UNDECIDED.....	8	10	8.571	14.286
AGREE.....	42	52	60.000	74.286
STRONGLY AGREE..	16	70	25.714	100.000

QUES38	STU FIND CCUNS	TRY ELIM SEX BIAS IN CCUN		
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	2	2	2.857	2.857
DISAGREE.....	5	7	7.143	10.000
UNDECIDED.....	7	14	10.000	20.000
AGREE.....	43	57	61.429	81.429
STRONGLY AGREE..	13	70	18.571	100.000

QUES39	STU FIND CCUNS	COUNSEL WITH PARENTS		
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	3	3	4.286	4.286
DISAGREE.....	16	19	22.857	27.143
UNDECIDED.....	23	42	32.857	60.000
AGREE.....	27	69	38.571	98.571
STRONGLY AGREE..	1	70	1.429	100.000

QUES40	STU FIND CCUNS	ADVISE STU/PAR LF CAR CPT		
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	3	3	4.286	4.286
DISAGREE.....	7	10	10.000	14.286
UNDECIDED.....	10	20	14.286	28.571
AGREE.....	37	57	52.857	81.429
STRONGLY AGREE..	13	70	18.571	100.000

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PARENT NON-TRAD STUDENT (FREQUENCIES - QUESTIONS 1 THRU 77)

QUES41	STU FIND PRINC ISSUE NONDISC POLICY STMT	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE.....	0	0	11.429	11.429	
UNDECIDED.....	14	22	20.000	31.429	
AGREE.....	40	62	57.143	88.571	
STRONGLY AGREE..	8	70	11.429	100.000	

QUES42	STU FIND PRINC NOTIFY OF TITLE IV COMPLI	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	1	1.429	1.429	
DISAGREE.....	2	3	2.857	4.286	
UNDECIDED.....	29	32	41.429	45.714	
AGREE.....	31	63	44.286	90.000	
STRONGLY AGREE..	7	70	10.000	100.000	

QUES43	STU FIND PRINC REVIEW POLICY FOR SEX BIA	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	1	1.449	1.449	
DISAGREE.....	0	9	11.594	13.043	
UNDECIDED.....	20	29	26.986	42.029	
AGREE.....	36	65	52.174	94.203	
STRONGLY AGREE..	4	69	5.797	100.000	

QUES44	STU FIND PRINC NOT DISCR USE RES/2 EQUIP	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	1	5.797	5.797	
DISAGREE.....	4	4	10.145	15.942	
UNDECIDED.....	7	11	21.739	37.681	
AGREE.....	15	26	53.623	91.304	
STRONGLY AGREE..	37	63	8.696	100.000	

QUES45	STU FIND PRINC PUBLIC2 VEC CLKR OPEN ALL	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	2	2	2.857	2.857	
DISAGREE.....	0	0	8.571	11.429	
UNDECIDED.....	0	10	11.429	22.857	
AGREE.....	37	52	55.714	78.571	
STRONGLY AGREE..	15	70	21.429	100.000	

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PARENT NON-TRAD STUDENT (FREQUENCIES - QUESTIONS 1 THRU 77)

QUES46	STU FIND PRINC HLD TRNG	SES ELIM SEX BIA	
	FREQUENCY CUM FREQ	PERCENT CUM PERCENT	
STRONGLY DISAGREE	1	5.797	5.797
DISAGREE.....	4	15.942	21.739
UNDECIDED.....	11	20.290	42.029
AGREE.....	14	47.826	89.855
STRONGLY AGREE..	33	10.145	100.000

QUES47	STU	FIND	PRINC	INTERPR	NEED	ELIM	SEX	BIA
	FREQUENCY	CUM	FREQ	PERCENT	CUM	PERCENT		
STRONGLY DISAGREE	3		3	4.286		4.286		
DISAGREE.....	12		15	17.143		21.429		
UNDECIDED.....	14		29	20.000		41.429		
AGREE.....	36		65	51.429		92.857		
STRONGLY AGREE..	5		70	7.143		100.000		

QUES48	STU FREQUENCY	FIND PRINC CUM FREQ	ACTIVE RECRUIT PERCENT	INTG PRCG CUM PERCENT
STRNGLY DISAGREE	4	4	5.714	5.714
DISAGREE.....	10	14	14.286	20.000
UNDECIDED.....	21	35	30.000	50.000
AGREE.....	28	63	40.000	90.000
STRONGLY AGREE..	7	70	10.000	100.000

QUES49	STU FIND PRINC ENCOUR STU COMPL VLC REL			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	1	1.429	1.429
UNDECIDED.....	9	10	12.857	14.286
AGREE.....	45	55	64.286	78.571
STRONGLY AGREE..	15	70	21.429	100.000

QUES50	STU FIND PRINC PUBLICIZE EMPLOY POSSIB			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	1	1.429	1.429
DISAGREE.....	5	6	7.143	8.571
UNDECIDED.....	8	14	11.429	20.000
AGREE.....	45	59	64.286	84.286
STRONGLY AGREE..	11	70	15.714	100.000

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PARENT NON-TRAD STUDENT (FREQUENCIES - QUESTIONS 1 THRU 77)

QUEST51 STU FIND FAMILY ENCCUR ENTER AREA WISH
 FREQUENCY CUM FREQ PERCENT CUM PERCENT

STRONGLY DISAGREE	1	1	1.429	1.429
DISAGREE.....	5	6	7.143	8.571
UNDECIDED.....	8	12	8.571	17.143
AGREE.....	40	52	57.143	74.286
STRONGLY AGREE..	18	70	25.714	100.000

QUEST52 STU FIND FAMILY ENCCUR ENTER VOC PRG
 FREQUENCY CUM FREQ PERCENT CUM PERCENT

STRONGLY DISAGREE	1	1	1.429	1.429
DISAGREE.....	8	7	8.571	10.000
UNDECIDED.....	8	15	11.429	21.429
AGREE.....	37	52	57.143	74.286
STRONGLY AGREE..	18	70	25.714	100.000

QUEST53 STU FIND FAMILY DEMO INT BY CONTACT SCH
 FREQUENCY CUM FREQ PERCENT CUM PERCENT

DISAGREE.....	8	8	11.429	11.429
UNDECIDED.....	15	23	21.429	32.857
AGREE.....	38	61	54.286	87.143
STRONGLY AGREE..	9	70	12.857	100.000

QUEST54 STU FIND FAMILY DISCUSS POTEN PRG/SCH
 FREQUENCY CUM FREQ PERCENT CUM PERCENT

STRONGLY DISAGREE	1	1	1.429	1.429
DISAGREE.....	4	5	5.714	7.143
UNDECIDED.....	10	15	14.286	21.429
AGREE.....	41	56	50.571	80.000
STRONGLY AGREE..	14	70	20.000	100.000

QUEST55 STU FIND FAMILY WILL BE EMBARRASSED
 FREQUENCY CUM FREQ PERCENT CUM PERCENT

STRONGLY DISAGREE	20	20	28.571	28.571
DISAGREE.....	32	52	45.714	74.286
UNDECIDED.....	10	62	14.286	88.571
AGREE.....	7	69	10.000	98.571
STRONGLY AGREE..	1	70	1.429	100.000

PARENT OF NON-TRADITIONAL STUDENT

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PARENT NON-TRAD STUDENT (FREQUENCIES - QUESTIONS 1 THRU 77)

QUES56	STU FIND FAMILY WILL MAKE FUN OF THEM				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
STRONGLY DISAGREE	25	25	35.714	35.714	
DISAGREE.....	30	55	51.429	67.143	
UNDECIDED.....	6	61	8.571	95.714	
AGREE.....	3	70	4.286	100.000	

QUES57	STU FIND FAMILY EXPECT CWN CAR TO BE FCL				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
STRONGLY DISAGREE	17	17	24.286	24.286	
DISAGREE.....	34	51	48.571	72.857	
UNDECIDED.....	12	63	17.143	90.000	
AGREE.....	4	69	8.571	98.571	
STRONGLY AGREE..	1	70	1.429	100.000	

QUES58	STU FIND FAMILY ATTEMPT CHG CWN SEX BIAS				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
STRONGLY DISAGREE	4	4	5.714	5.714	
DISAGREE.....	15	19	21.429	27.143	
UNDECIDED.....	20	39	28.571	55.714	
AGREE.....	27	66	38.571	94.286	
STRONGLY AGREE..	4	70	5.714	100.000	

QUES59	STU FIND FAMILY STRONGLY OPPOSE ENROLLMT				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
STRONGLY DISAGREE	10	10	22.857	22.857	
DISAGREE.....	39	55	55.714	78.571	
UNDECIDED.....	11	66	15.714	94.286	
AGREE.....	4	70	5.714	100.000	

QUES60	STU FIND FAMILY URGE COMPL PROG CF CHCIC				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
DISAGREE.....	2	2	7.143	7.143	
UNDECIDED.....	8	10	11.429	18.571	
AGREE.....	30	40	28.571	72.857	
STRONGLY AGREE..	19	59	27.143	100.000	

PARENT OF NON-TRADITIONAL STUDENT

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PARENT NON-TRAD STUDENT (FREQUENCIES - QUESTIONS 1 THRU 77)

QUES61	STU FIND FRIEND LAUGH AT THEM			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	23	23	32.857	32.857
DISAGREE.....	30	53	42.857	75.714
UNDECIDED.....	5	58	7.143	82.857
AGREE.....	10	68	14.286	97.143
STRONGLY AGREE..	2	70	2.857	100.000

QUES62	STU FIND FRIEND DISC BY SAY NOT GET JOE			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	10	10	22.857	22.857
DISAGREE.....	30	40	54.286	77.143
UNDECIDED.....	0	40	0.571	85.714
AGREE.....	8	48	11.429	97.143
STRONGLY AGREE..	2	50	2.857	100.000

QUES63	STU FIND FRIEND TREAT THEM AS OUTCAST			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	17	17	24.286	24.286
DISAGREE.....	42	59	60.000	84.286
UNDECIDED.....	0	59	0.571	92.857
AGREE.....	4	63	5.714	98.571
STRONGLY AGREE..	1	64	1.429	100.000

QUES64	STU FIND FRIEND ENCOUR THEM TO ENROLL			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	1	1.429	1.429
DISAGREE.....	0	1	0.571	10.000
UNDECIDED.....	0	1	11.429	21.429
AGREE.....	43	44	61.429	82.857
STRONGLY AGREE..	12	56	17.143	100.000

QUES65	STU FIND FRIEND DISC BY SAY LACK SKILLS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	18	18	25.714	25.714
DISAGREE.....	39	57	55.714	81.429
UNDECIDED.....	0	57	0.571	90.000
AGREE.....	0	57	8.571	98.571
STRONGLY AGREE..	1	58	1.429	100.000

PARENT OF NON-TRADITIONAL STUDENT

11:19 FRIDAY, OCTOBER 21, 19

PARENT NON-TRAD STUDENT (FREQUENCIES - QUESTIONS 1 THRU 77)

QUES66	STU FIND FRIEND DISC FROM TRY NEW THING			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	19	19	27.143	27.143
DISAGREE.....	40	59	57.143	84.286
UNDECIDED.....	0	59	8.571	92.857
AGREE.....	4	63	5.714	98.571
STRONGLY AGREE..	1	70	1.429	100.000

QUES67	STU FIND FRIEND SAY EASY TO GET A JOB			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	7	7	10.000	10.000
DISAGREE.....	39	46	55.714	65.714
UNDECIDED.....	10	56	22.857	88.571
AGREE.....	8	70	11.429	100.000

QUES68	STU FIND FRIEND SUPP CHG BLIN SEX BIAS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	3	3	4.286	4.286
DISAGREE.....	7	10	10.000	14.286
UNDECIDED.....	14	24	20.000	34.286
AGREE.....	38	62	54.286	88.571
STRONGLY AGREE..	8	70	11.429	100.000

QUES69	YOUR SEX			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
MALE.....	2	2	29.412	29.412
FEMALE.....	20	22	70.588	100.000

QUES70	I HAVE A			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
SON.....	3	3	34.328	34.328
DAUGHTER.....	23	26	62.687	97.015
	42	67	2.985	100.000

PARENT NON-TRAD STUDENT (FREQUENCIES - QUESTIONS 1 THRU 77)

QUES71	FREQUENCY	HE/SHE IS IN CUM FREQ	PERCENT	CUM PERCENT
	3	1		
AGRICULTURE.....	14	14	20.896	20.896
BUSINESS & CFF..	8	22	11.940	32.836
HEALTH CAREERS..	3	25	4.478	37.313
HOME ECONOMICS..	4	29	5.970	43.284
TRADE & INDUST..	38	67	56.716	100.000

QUES72	FREQUENCY	YEARLY HOUSEHOLD INCOME CUM FREQ	PERCENT	CUM PERCENT
	3	1		
LESS THAN \$5,000	10	10	14.925	14.925
\$5,001-\$10,000	15	25	22.388	37.313
\$10,001-\$15,000	6	31	8.955	46.269
\$15,001-\$20,000	11	42	18.418	62.687
\$20,001 & OVER	25	67	37.313	100.000

QUES73	FREQUENCY	MY HIGHEST LEVEL OF EDUCATION CUM FREQ	PERCENT	CUM PERCENT
	9	9		
GRADE 8 OR LESS	6	15	12.857	12.857
SOME HIGH SCHCOL	35	50	8.571	21.429
HIGH SCHOOL GRAD	9	59	50.000	71.429
SOME COLLEGE.....	11	70	12.857	84.286
COLLEGE GRAD.....			15.714	100.000

QUES74	FREQUENCY	OTHER PARENT LEVEL OF EDUCATION CUM FREQ	PERCENT	CUM PERCENT
	1	1		
GRADE 8 OR LESS	17	17	24.636	24.636
SOME HIGH SCHCOL	8	25	11.594	36.232
HIGH SCHOOL GRAD	25	50	38.232	72.464
SOME COLLEGE.....	12	62	17.391	89.855
COLLEGE GRAD.....	7	69	10.145	100.000

QUES75	FREQUENCY	MY PRESENT OCCUPATION CUM FREQ	PERCENT	CUM PERCENT
	5	5		
EMPLOYED AS.....	44	44	67.692	67.692
NOT EMPLOYED.....	20	64	30.769	98.462
DO NOT KNOW.....	1	65	1.538	100.000

PARENT OF NON-TRADITIONAL STUDENT

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PARENT NON-TRAD STUDENT (FREQUENCIES - QUESTIONS 1 THRU 77)

QUES76	OTHER PARENT PRESENT FREQUENCY	CUM FREQ	OCCUPATION PERCENT	CUM PERCENT
TRADITIONAL.....	6	6	65.625	65.625
NCNTRADITIONAL..	42	48	29.688	95.313
3	3	51	4.688	100.000

QUES77	TYPE OF PROGRAM ENROLLED IN FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
TRADITIONAL.....	0	0	8.571	8.571
NCNTRADITIONAL..	64	64	91.429	100.000

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PARENT NON-TRAD STUDENT (MEANS - QUESTIONS 1 THRU 77)

VARIABLE	LABEL	N	N MISSING	MEAN	STANDARD DEVIATION
UES1	STU FIND TEACH WILL WELCOME ANY STU	70	0	4.1429	0.8561
UES2	STU FIND TEACH WILL GIVE SAME ASSIGN	70	0	4.1143	0.8409
UES3	STU FIND TEACH WILL NOT SEP GRPS FOR PRJ	70	0	4.1143	0.9098
UES4	STU FIND TEACH WILL ONLY FEM/MAL DO LEMO	69	1	2.0290	1.0428
UES5	STU FIND TEACH WILL MAKE COMPARISONS	70	0	2.3714	1.1938
UES6	STU FIND TEACH WILL ENCOUR MAL CH CAR IND	70	0	1.8425	0.5111
UES7	STU FIND TEACH WILL USE SAME GRADING	70	0	4.1571	1.0445
UES8	STU FIND TEACH WILL ENCOUR COMPL PROG	69	1	4.3043	0.7728
UES9	STU FIND TEACH EXPL PROB WHN SEEK JOB UP	70	0	3.7000	0.6884
UES10	STU FIND TEACH NOTIF IF TRT UNFAIR CLASS	70	0	3.9286	1.1078
UES11	STU FIND TEACH INFO AVAILABLE ON OPPORT	70	0	4.1857	0.7478
UES12	STU FIND TEACH MAKE FUN OF THEM IN CLASS	70	0	1.5714	0.9100
UES13	STU FIND TEACH USE TEXTBK SHOW M/F WORK	70	0	3.7286	0.8590
UES14	STU FIND TEACH OPPORT TALK w/PERSON FLD	70	0	3.8000	0.8781
UES15	STU FIND TEACH TRY ELIMINATE SEX BIAS	70	0	3.7571	1.1478
UES16	STU FIND TEACH USE WORDS PREV LABEL JOBS	69	1	3.4928	0.8845
UES17	STU LIKE FEEL MALE STU CONSIDERED Sissy	70	0	2.3429	1.2358
UES18	STU LIKE FEEL FEM STU CONSIDERED TOMBOY	70	0	2.5286	1.2821
UES19	STU LIKE FEEL STU ENTER COUR FOR SUCIAL	70	0	2.3571	1.1169
UES20	STU LIKE FEEL SOME VOC COUR ONLY FOR MAL	70	0	2.2143	1.1407
UES21	STU LIKE FEEL STU EXPECT MAKE BETTER GRDE	70	0	2.1286	0.9910
UES22	STU LIKE FEEL STU FEEL UNCOMFORTABLE	70	0	2.7857	1.1150
UES23	STU LIKE FEEL STU NOT TREATED FAIRLY	70	0	2.2286	1.0688
UES24	STU LIKE FEEL STU UNABLE GET JOB IN FLD	70	0	2.1000	0.8387
UES25	STU LIKE FEEL ALL VOC PROG OPEN TO ALL	70	0	4.4429	0.9423
UES26	STU LIKE FEEL FEM LACK KNOWLEDGE IN MATH	69	1	1.8696	1.0098
UES27	STU LIKE FEEL SCHOOL SUPP ELIM SEX BIAS	69	1	4.1735	0.9387
UES28	STU LIKE FEEL MALE LACK FINGER COORDINAT	69	1	1.6812	0.8134
UES29	STU FIND CCUNS USE SAME ADMISSION POLICY	70	0	4.0000	0.7614
UES30	STU FIND CCUNS COUNSEL M/F STU DIFFERENT	70	0	2.4143	1.0581
UES31	STU FIND CCUNS POINT OUT SEX BIASES	70	0	3.3571	0.8550
UES32	STU FIND CCUNS EMPH SAL IN JOBS TRAD MEN	70	0	3.0429	0.9991
UES33	STU FIND CCUNS MAK AWARE PROB ENROL IN CL	70	0	3.4429	1.0163
UES34	STU FIND CCUNS ENCOUR ALL COMPL VOC KEY	70	0	4.0857	0.8258
UES35	STU FIND CCUNS EXPOSE STU TO PERS IN FLD	70	0	3.2143	0.9890
UES36	STU FIND CCUNS EXPLOR VARIETY CAREER OPT	70	0	3.9000	0.8550
UES37	STU FIND CCUNS DEMO VOC CCUNS IMPORT FEM	70	0	4.0571	0.7590
UES38	STU FIND CCUNS TRY ELIM SEX BIAS IN CCUN	70	0	3.8571	0.9055
UES39	STU FIND CCUNS COUNSEL WITH PARENTS	70	0	3.1000	0.9190
UES40	STU FIND CCUNS ADVISE STU/PAR OF CAR OPT	70	0	3.7143	1.0233
UES41	STU FIND PRINC ISSUE NONDISC POLICY STMT	70	0	3.8857	0.8261
UES42	STU FIND PRINC NOTIFY OF TITLE IV COMPLI	70	0	3.5857	0.7707
UES43	STU FIND PRINC REVIEW POLICY FOR SEX BIA	69	1	3.4928	0.8333
UES44	STU FIND PRINC NOT DISCR USE REST/EQUIP	69	1	3.4928	0.9944
UES45	STU FIND PRINC PUBLICIZ VOC COUR OPEN ALL	70	0	3.8429	0.9570
UES46	STU FIND PRINC HLD TRNG SES ELIM SEX BIA	69	1	3.4056	1.0016
UES47	STU FIND PRINC INTERPR NEED ELIM SEX BIA	70	0	3.4000	0.9980
UES48	STU FIND PRINC ACTIVE RECRUIT INTO PRCG	70	0	3.3429	1.0340
UES49	STU FIND PRINC ENCOUR STU COMPL VOC KEY	70	0	4.0429	0.8901
UES50	STU FIND PRINC PUBLICIZE EMPLOY POSSIB	70	0	3.8571	0.8210
UES51	STU FIND FAMILY ENCOUR ENTER AREA WSH	70	0	3.9857	0.8700
UES52	STU FIND FAMILY ENCOUR ENTER VOC PRCG	70	0	3.9286	0.9219
UES53	STU FIND FAMILY DEMO INT BY CONTACT SCH	70	0	3.6857	0.8434

PARENT OF NON-TRADITIONAL STUDENT

11:19 FRIDAY, OCTOBER 21, 1977

PARENT NON-TRAD STUDENT (MEANS - QUESTIONS 1 THRU 77)

VARIABLE	LABEL	N	N MISSING	MEAN	STANDARD DEVIATION
QUES54	STU FIND FAMILY DISCUSS POTEN PROG/SCLU	70	0	3.9000	0.850
QUES55	STU FIND FAMILY WILL BE EMBARRASSED	70	0	2.1000	0.500
QUES56	STU FIND FAMILY WILL MAKE FUN OF THEM	70	0	1.8143	0.700
QUES57	STU FIND FAMILY EXPECT CWN CAN TC BE FCL	70	0	2.1429	0.940
QUES58	STU FIND FAMILY ATTEMPT CHG OWN SEX BIAS	70	0	3.1714	1.000
QUES59	STU FIND FAMILY STRONGLY OPPOSE ENROLLMT	70	0	2.0429	0.700
QUES60	STU FIND FAMILY URGE COMPL PROG OF LHCIC	70	0	4.0143	0.800
QUES61	STU FIND FRIEND LAUGH AT THEM	70	0	2.1143	1.100
QUES62	STU FIND FRIEND DISC BY SAY NOT GET JOB	70	0	2.1714	1.000
QUES63	STU FIND FRIEND TREAT THEM AS OUTCAST	70	0	2.0000	0.600
QUES64	STU FIND FRIEND ENCOUR THEM TC ENROLL	70	0	3.8429	0.800
QUES65	STU FIND FRIEND DISC BY SAY LACK SKILLS	70	0	2.0429	0.900
QUES66	STU FIND FRIEND DISC FROM TRY NEW THING	70	0	1.9714	0.800
QUES67	STU FIND FRIEND SAY EASY TC GET A JOB	70	0	2.3371	0.800
QUES68	STU FIND FRIEND SUPP CHG ELIM SEX BIAS	70	0	3.5857	0.900
QUES69	YOUR SEX	68	2	1.7059	0.400
QUES70	I HAVE A	67	3	1.8806	0.500
QUES71	HE/SHE IS IN	67	3	3.5367	1.700
QUES72	YEARLY HOUSEHOLD INCOME	67	3	3.3881	1.300
QUES73	MY HIGHEST LEVEL OF EDUCATION	70	0	3.1000	1.100
QUES74	OTHER PARENT LEVEL OF EDUCATION	69	1	2.7681	1.200
QUES75	MY PRESENT OCCUPATION	69	1	1.3385	0.500
QUES76	OTHER PARENT PRESENT OCCUPATION	64	6	1.3706	0.500
QUES77	TYPE OF PROGRAM ENROLLED IN	70	0	1.9143	0.200

TRADITIONAL STUDENT SURVEY

11:56 FRIDAY, OCTOBER 21, 196

TRADITIONAL STUDENT (FREQUENCIES - QUESTIONS 1 THRU 30)

QUES1	FREQUENCY	YOUR SEX CUM FREQ	PERCENT	CUM PERCENT
MALE.....	170	170	66.406	66.406
FEMALE.....	86	256	33.594	100.000

QUES2	FREQUENCY	VOCATIONAL COURSES ENROLLED IN CUM FREQ	PERCENT	CUM PERCENT
AGRICULTURE.....	1	1	10.980	10.980
BUSINESS & CFF..	28	29	22.745	33.725
HEALTH CAREERS..	58	87	7.843	41.569
HOME ECONOMICS..	20	107	2.353	43.922
TRADE & INDUST..	6	113	56.078	100.000

QUES3	FREQUENCY	NUMBER OF YEARS ENROLLED CUM FREQ	PERCENT	CUM PERCENT
CNE.....	2	2	48.031	48.031
INC.....	122	124	37.795	85.827
THREE.....	96	220	7.874	93.701
FOUR.....	20	240	6.299	100.000

QUES4	FREQUENCY	TYPE OF PROGRAM ENROLLED IN CUM FREQ	PERCENT	CUM PERCENT
TRADITIONAL.....	233	233	91.016	91.016
NONTRADITIONAL..	23	256	8.984	100.000

QUES5	FREQUENCY	YEARLY HOUSEHOLD INCOME CUM FREQ	PERCENT	CUM PERCENT
LESS THAN \$5,000	29	29	11.328	11.328
\$5,001-\$10,000	29	58	11.328	22.656
\$10,001-\$15,000	29	87	11.328	33.984
\$15,001-\$20,000	77	164	30.078	64.063
\$20,001 & OVER	92	256	35.938	100.000

QUES6	FREQUENCY	PRESENT OCCUPATION OF FATHER CUM FREQ	PERCENT	CUM PERCENT
EMPLOYED AS.....	9	9	72.065	72.065
NCT EMPLOYED.....	178	187	17.814	89.879
DO NCT KNOW.....	44	231	7.692	97.571
	19	250	0.810	98.381
	4	254	1.619	100.000

TRADITIONAL STUDENT SURVEY

11:58 FRIDAY, OCTOBER 21, 1986

TRADITIONAL STUDENT (FREQUENCIES - QUESTIONS 1 THRU 30)

QUEST	PRESENT OCCUPATION OF MOTHER			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
EMPLOYED AS.....	146	146	58.400	58.400
NOT EMPLOYED.....	88	234	35.200	93.600
DO NOT KNOW.....	12	246	4.800	98.400
	2	248	0.800	99.200
	2	250	0.800	100.000

QUEST	FATHER HIGHEST LEVEL OF EDUCATION			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
GRADE 8 OR LESS	45	45	17.787	17.787
SOME HIGH SCHOOL	101	146	39.921	57.708
HIGH SCHOOL GRAD	27	173	10.672	68.379
SOME COLLEGE.....	33	206	13.043	81.423
COLLEGE GRAD.....	47	253	18.577	100.000

QUEST	MOTHER HIGHEST LEVEL OF OCCUPATION			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
GRADE 8 OR LESS	31	31	12.400	12.400
SOME HIGH SCHOOL	123	154	45.200	61.600
HIGH SCHOOL GRAD	43	197	17.200	78.800
SOME COLLEGE.....	29	226	11.600	90.400
COLLEGE GRAD.....	24	250	9.600	100.000

QUEST	TEACH EXPECT MALE & FEM LEARN SAME SKILL			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
YES.....	229	229	89.804	89.804
NO.....	26	255	10.196	100.000

QUEST	TEACHER TREAT MALE & FEM DIFFERENTLY			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
YES.....	57	57	22.353	22.353
NO.....	198	255	77.647	100.000

TRADITIONAL STUDENT SURVEY

11:58 FRIDAY, OCTOBER 21, 1988

TRADITIONAL STUDENT (FREQUENCIES - QUESTIONS 1 THRU 30)

QUES12	DO YOU WORK AS HARD AS IN OTHER CLASSES	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
		1			
YES.....		219	219	85.490	85.490
NO.....		37	255	14.510	100.000

QUES13	BOTHER YOU IF TEXT HAVE ONLY ONE SEX	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
		2			
YES.....		25	25	9.843	9.843
NO.....		228	253	89.764	99.606
	4	1	254	0.394	100.000

QUES14	EXTENT INFLUENCED BY FATHER/GUARDIAN	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
		3			
NO IMPORTANCE...		75	75	29.644	29.644
LITTLE IMPORTANC		29	104	11.462	41.107
MOD IMPORTANT...		55	159	21.739	62.846
IMPORTANT.....		42	201	16.601	79.447
VERY IMPORTANT..		52	253	20.553	100.000

QUES15	EXTENT INFLUENCED BY MOTHER/GUARDIAN	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
		2			
NO IMPORTANCE...		54	54	21.260	21.260
LITTLE IMPORTANC		28	82	11.024	32.283
MOD IMPORTANT...		54	141	23.228	55.512
IMPORTANT.....		55	196	21.654	77.165
VERY IMPORTANT..		58	254	22.835	100.000

QUES16	EXTENT INFLUENCED BY BROTHER(S)	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
		12			
NO IMPORTANCE...		150	150	61.475	61.475
LITTLE IMPORTANC		32	182	13.115	74.590
MOD IMPORTANT...		28	210	11.475	86.066
IMPORTANT.....		23	233	9.426	95.492
VERY IMPORTANT..		11	244	4.508	100.000

TRADITIONAL STUDENT SURVEY
TRADITIONAL STUDENT (FREQUENCIES - QUESTIONS 1 THRU 30)

11:50 FRIDAY, OCTOBER 21,

QUES17	EXTENT INFLUENCED BY SISTER(S)			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	11			
NO IMPORTANCE...	150	150	61.224	61.224
LITTLE IMPORTANC	40	190	16.327	77.551
MOD IMPORTANT...	26	216	10.612	88.163
IMPORTANT.....	22	238	8.980	97.143
VERY IMPORTANT..	7	245	2.857	100.000

QUES18	EXTENT INFLUENCED BY MALE FRIENDS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	1			
NO IMPORTANCE...	88	88	34.510	34.510
LITTLE IMPORTANC	55	143	21.569	56.078
MOD IMPORTANT...	55	198	21.569	77.647
IMPORTANT.....	40	238	15.686	93.333
VERY IMPORTANT..	17	255	6.667	100.000

QUES19	EXTENT INFLUENCED BY FEMALE FRIENDS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	1			
NO IMPORTANCE...	96	96	37.647	37.647
LITTLE IMPORTANC	55	151	21.569	59.216
MOD IMPORTANT...	49	200	19.216	78.431
IMPORTANT.....	36	236	14.118	92.549
VERY IMPORTANT..	19	255	7.451	100.000

QUES20	EXTENT INFLUENCED BY COUNSELORS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	1			
NO IMPORTANCE...	126	126	49.412	49.412
LITTLE IMPCRTANC	52	178	20.392	69.804
MOD IMPORTANT...	33	211	12.541	82.345
IMPORTANT.....	30	241	11.765	94.110
VERY IMPORTANT..	14	255	5.490	100.000

QUES21	EXTENT INFLUENCED BY REGULAR TEACHERS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	1			
NO IMPORTANCE...	141	141	55.294	55.294
LITTLE IMPORTANC	37	178	14.510	69.804
MOD IMPORTANT...	37	215	14.510	84.314
IMPORTANT.....	23	244	11.373	95.686
VERY IMPORTANT..	11	255	4.314	100.000

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TRADITIONAL STUDENT (FREQUENCIES - QUESTIONS 1 THRU 30)

QUES22	EXTENT INFLUENCED BY VOC TEACHERS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	1			
NO IMPORTANCE...	82	82	32.157	32.157
LITTLE IMPORTANC	32	114	12.549	44.706
MDC IMPORTANT...	30	144	11.765	56.471
IMPORTANT.....	64	208	25.098	81.569
VERY IMPORTANT..	47	255	18.431	100.000

QUES23	EXTENT INFLUENCED BY PRINCIPAL			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	1			
NO IMPORTANCE...	159	159	62.353	62.353
LITTLE IMPORTANC	31	190	12.157	74.510
MDC IMPORTANT...	22	212	8.627	83.137
IMPORTANT.....	26	238	10.196	93.333
VERY IMPORTANT..	17	255	6.667	100.000

QUES24	EXTENT INFLUENCED BY YOURSELF			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	1			
NO IMPORTANCE...	13	13	5.098	5.098
LITTLE IMPORTANC	8	21	3.137	8.235
MDC IMPORTANT...	23	44	9.020	17.255
IMPORTANT.....	31	75	12.157	29.412
VERY IMPORTANT..	180	255	70.588	100.000

QUES25	FEEL AS COMFORT IN VCC AS IN OTHER CLASS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	2			
YES, FEEL COMFORT	242	242	95.276	95.276
NO, MANY OPPC SEX	1	243	0.394	95.669
NO, TOO DIFFICULT	3	246	1.181	96.850
NO, TREAT M/F CIF	6	252	2.362	99.213
NO, ECP OPPO SEX	2	254	0.787	100.000

QUES26	SCH DO ANYTHG MAKE COMMUN AWARE SEX BIAS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
	7			
YES, CAR ACTIVIT	70	70	28.112	28.112
YES, BULLET BOARD	30	100	12.048	40.161
YES, STU NEWSPAPR	8	108	3.213	43.373
YES, CO-CP OPPCKT	26	134	10.442	53.815
NO.....	115	249	46.185	100.000

TRADITIONAL STUDENT SURVEY
 TRADITIONAL STUDENT (FREQUENCIES - QUESTIONS 1 THRU 30)

11:58 FRIDAY, OCTOBER 21, 1988

QUES27	RECEIVE ENCOURAGEMENT FROM COUNSELOR	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
YES.....	3	85	85	33.597	33.597
NO.....	163	248	248	64.427	98.024
	4	2	250	0.791	98.814
	5	3	253	1.186	100.000

QUES28	COUNS INFORM YOU OF SKILLS IN VOC CLASS	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
YES.....	4	137	137	54.365	54.365
NO.....	112	249	249	44.444	98.810
	4	2	251	0.794	99.603
	5	1	252	0.397	100.000

QUES29	BELIEVE YOU HAVE SKILL FOR GETTING JOB	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
YES.....	2	214	214	84.252	84.252
NO.....	40	254	254	15.748	100.000

QUES30	TEACH MADE YOU AWARE OF DIFFIC IN GET JOB	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
YES.....	3	156	156	61.660	61.660
NO.....	95	251	251	37.549	99.209
	3	2	253	0.791	100.000

TRADITIONAL STUDENT SURVEY

11:58 FRIDAY, OCTOBER 21, 1966

TRADITIONAL STUDENT (MEANS - QUESTIONS 1 THRU 30)

VARIABLE	LABEL	N	N MISSING	MEAN	STANDARD DEVIATION
JES1	YOUR SEX	256	0	1.3359	0.4734
JES2	VOCATIONAL COURSE ENROLLED IN	255	1	3.6980	1.5671
JES3	NUMBER OF YEARS ENROLLED	254	2	1.7244	0.8559
JES4	TYPE OF PROGRAM ENROLLED IN	256	0	1.0896	0.2869
JES5	YEARLY HOUSEHOLD INCOME	256	0	3.6797	1.3604
JES6	PRESENT OCCUPATION OF FATHER	247	9	1.4211	0.8020
JES7	PRESENT OCCUPATION OF MOTHER	250	6	1.5040	0.7014
JES8	FATHER HIGHEST LEVEL OF EDUCATION	253	3	2.7470	1.3885
JES9	MOTHER HIGHEST LEVEL OF OCCUPATION	250	6	2.5860	1.1434
JES10	TEACH EXPECT MALE & FEM LEARN SAME SKILL	255	1	1.1020	0.3034
JES11	TEACHER TREAT MALE & FEM DIFFERENTLY	255	1	1.7769	0.4135
JES12	DO YOU WORK AS HARD AS IN OTHER CLASSES	255	1	1.4451	0.3529
JES13	BOTHER YOU IF TEAT HAVE ONLY ONE SEX	254	2	1.4094	0.3809
JES14	EXTENT INFLUENCED BY FATHER/GUARDIAN	256	0	2.8656	1.5109
JES15	EXTENT INFLUENCED BY MOTHER/GUARDIAN	254	2	3.1376	1.4424
JES16	EXTENT INFLUENCED BY BROTHER(S)	244	12	1.8236	1.2190
JES17	EXTENT INFLUENCED BY SISTER(S)	245	11	1.7592	1.1926
JES18	EXTENT INFLUENCED BY MALE FRIENDS	255	1	2.3843	1.2834
JES19	EXTENT INFLUENCED BY FEMALE FRIENDS	255	1	2.3216	1.3060
JES20	EXTENT INFLUENCED BY COUNSELORS	255	1	2.0354	1.2624
JES21	EXTENT INFLUENCED BY REGULAR TEACHERS	255	1	1.9490	1.2424
JES22	EXTENT INFLUENCED BY VCC TEACHERS	255	1	2.8910	1.3450
JES23	EXTENT INFLUENCED BY PRINCIPAL	255	1	1.8667	1.3064
JES24	EXTENT INFLUENCED BY YOURSELF	255	1	7.4000	1.1064
JES25	FEEL AS COMFORT IN VOC AS IN OTHER CLASS	254	2	1.1244	0.3114
JES26	SCH DO ANYTHG MAKE COMMLN AWARE SEX BIAS	245	7	3.3454	1.7914
JES27	RECEIVE ENCOURAGEMENT FROM COUNSELOR	255	3	1.7134	0.8284
JES28	COUNS INFORM YOU OF SKILLS IN VCC CLASS	252	4	1.4541	0.5884
JES29	BELIEVE YOU HAVE SKILL FOR GETTING JOE	254	2	1.1979	0.3890
JES30	TEACH MADE YOU AWARE OF DIFFER IN SET JOB	254	2	1.3513	0.5054

PARENT OF TRADITIONAL STUDENT
PARENT TRAD. STUDENT (FREQUENCIES - QUESTIONS 1 THRU 77)

11:25 FRIDAY, OCTOBER 21, 19

QUES1	STU FIND TEACH WILL WELCOME ANY STU				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
DISAGREE.....	3	3	3.656	3.656	
UNDECIDED.....	3	6	6.098	9.756	
AGREE.....	49	57	59.756	69.512	
STRONGLY AGREE..	25	82	30.488	100.000	

QUES2	STU FIND TEACH WILL GIVE SAME ASSIGN				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
DISAGREE.....	3	3	3.656	3.656	
UNDECIDED.....	3	6	3.656	7.317	
AGREE.....	49	55	59.756	67.073	
STRONGLY AGREE..	27	82	32.527	100.000	

QUES3	STU FIND TEACH WILL NOT SEP GRPS FOR PRJ				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
DISAGREE.....	8	8	7.317	7.317	
UNDECIDED.....	7	15	6.537	13.854	
AGREE.....	50	63	60.976	74.829	
STRONGLY AGREE..	19	82	23.171	100.000	

QUES4	STU FIND TEACH WILL ONLY FEM/MAL LC COMP				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
STRONGLY DISAGREE	20	20	24.390	24.390	
DISAGREE.....	49	69	59.756	84.146	
UNDECIDED.....	5	74	6.098	90.244	
AGREE.....	8	82	9.756	100.000	

QUES5	STU FIND TEACH WILL MAKE COMPARISONS				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
STRONGLY DISAGREE	9	9	10.976	10.976	
DISAGREE.....	42	51	51.220	62.195	
UNDECIDED.....	13	64	15.854	78.049	
AGREE.....	16	80	19.512	97.561	
STRONGLY AGREE..	2	82	2.439	100.000	

QUES6	STU FIND TEACH WILL ENCOD MAL CH CAR IND				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
STRONGLY DISAGREE	28	28	34.146	34.146	
DISAGREE.....	36	64	43.902	78.049	
UNDECIDED.....	7	71	4.678	82.727	
AGREE.....	10	81	12.195	94.922	
STRONGLY AGREE..	4	85	4.878	100.000	

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PARENT OF TRADITIONAL STUDENT

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PARENT TRAD. STUDENT (FREQUENCIES - QUESTIONS 1 THRU 77)

QUEST7	STU FIND TEACH WILL USE SAME GRADING				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
DISAGREE.....	2	2	2.439	2.439	
UNDECIDED.....	3	5	3.659	6.098	
AGREE.....	46	51	56.098	62.195	
STRONGLY AGREE..	31	82	37.805	100.000	

QUEST8	STU FIND TEACH WILL ENCOUR COMPL PRG				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
DISAGREE.....	5	5	6.098	6.098	
UNDECIDED.....	3	8	3.659	9.756	
AGREE.....	41	49	50.000	59.756	
STRONGLY AGREE..	33	82	40.244	100.000	

QUEST9	STU FIND TEACH EXPL PRG WHEN SEEK JOB CP				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
STRONGLY DISAGREE	1	1	1.220	1.220	
DISAGREE.....	3	4	3.659	4.878	
UNDECIDED.....	15	19	18.293	23.171	
AGREE.....	47	66	57.317	80.488	
STRONGLY AGREE..	16	82	19.512	100.000	

QUEST10	STU FIND TEACH NOTIF IF TRT UNFAIR CLASS				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
STRONGLY DISAGREE	1	1	2.469	2.469	
DISAGREE.....	2	3	9.877	12.346	
UNDECIDED.....	10	20	12.346	24.691	
AGREE.....	34	54	41.975	66.667	
STRONGLY AGREE..	27	81	33.333	100.000	

QUEST11	STU FIND TEACH INFO AVAILABLE ON CPCKT				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
STRONGLY DISAGREE	1	1	1.220	1.220	
DISAGREE.....	3	4	3.659	4.878	
UNDECIDED.....	5	9	6.098	10.976	
AGREE.....	42	51	51.220	62.195	
STRONGLY AGREE..	31	82	37.805	100.000	

PARENT OF TRADITIONAL STUDENT

11:25 FRIDAY, OCTOBER 21, 1968

PARENT TRAD. STUDENT (FREQUENCIES - QUESTIONS 1 THRU 77)

QUES12	STU	FIND	TEACH	MAKE	FLN	OF	THEM	IN	CLASS
		FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT				
STRONGLY DISAGREE		41	41	50.000	50.000				
DISAGREE.....		32	73	39.024	89.024				
UNDECIDED.....		6	79	7.317	96.341				
AGREE.....		2	81	2.439	98.780				
STRONGLY AGREE..		1	82	1.220	100.000				

QUES13	STU	FIND	TEACH	USE	TEXTBK	SHCW	M/F	WCRK
		FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT			
DISAGREE.....		8	8	9.756	9.756			
UNDECIDED.....		13	21	15.854	25.610			
AGREE.....		45	66	54.878	80.488			
STRONGLY AGREE..		16	82	19.512	100.000			

QUES14	STU	FIND	TEACH	OPPORT	TALK	W/PERSON	FLC
		FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT		
DISAGREE.....		9	9	10.976	10.976		
UNDECIDED.....		11	20	13.415	24.390		
AGREE.....		47	67	57.317	81.707		
STRONGLY AGREE..		15	82	18.293	100.000		

QUES15	STU	FIND	TEACH	TRY	ELIMINATE	SEX	BIAS
		FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT		
STRONGLY DISAGREE		1	1	1.220	1.220		
DISAGREE.....		5	6	6.098	7.317		
UNDECIDED.....		7	13	8.537	15.854		
AGREE.....		48	61	58.537	74.390		
STRONGLY AGREE..		21	82	25.610	100.000		

QUES16	STU	FIND	TEACH	USE	WORDS	PREV	LABEL	JOBS
		FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT			
STRONGLY DISAGREE		1	1	1.220	1.220			
DISAGREE.....		9	10	10.976	12.195			
UNDECIDED.....		22	32	26.829	39.024			
AGREE.....		46	78	58.098	97.122			
STRONGLY AGREE..		4	82	4.878	100.000			

PARENT TRAD. STUDENT (FREQUENCIES - QUESTIONS 1 THRU 77)

QUES17	STU LIKE FEEL MALE FREQUENCY CUM FREQ	STU CONSIDERED Sissy PERCENT CUM PERCENT
STRONGLY DISAGREE	13	13
DISAGREE.....	31	44
UNDECIDED.....	4	48
AGREE.....	27	75
STRONGLY AGREE..	7	82
		15.854 15.854
		37.805 53.659
		4.878 58.537
		32.927 91.463
		8.537 100.000

QUES18	STU LIKE FEEL FEM FREQUENCY CUM FREQ	STU CONSIDERED TOMBOY PERCENT CUM PERCENT
STRONGLY DISAGREE	10	10
DISAGREE.....	37	47
UNDECIDED.....	6	53
AGREE.....	26	79
STRONGLY AGREE..	3	82
		12.195 12.195
		43.122 57.317
		7.317 64.634
		31.707 96.341
		3.659 100.000

QUES19	STU LIKE FEEL FREQUENCY CUM FREQ	STU ENTER COOK FOR SOCIAL PERCENT CUM PERCENT
STRONGLY DISAGREE	14	14
DISAGREE.....	36	50
UNDECIDED.....	14	64
AGREE.....	13	77
STRONGLY AGREE..	5	82
		17.073 17.073
		43.902 60.976
		17.073 78.049
		15.854 93.902
		6.098 100.000

QUES20	STU LIKE FEEL SOME VCC COOK ONLY FOR MALE FREQUENCY CUM FREQ	PERCENT CUM PERCENT
STRONGLY DISAGREE	11	11
DISAGREE.....	27	38
UNDECIDED.....	21	59
AGREE.....	16	75
STRONGLY AGREE..	7	82
		13.415 13.415
		32.927 46.341
		25.610 71.951
		19.512 91.463
		8.537 100.000

QUES21	STU LIKE FEEL FREQUENCY CUM FREQ	STU EXPECT MAKE BETTER GRADE PERCENT CUM PERCENT
STRONGLY DISAGREE	13	13
DISAGREE.....	45	58
UNDECIDED.....	11	69
AGREE.....	6	75
STRONGLY AGREE..	7	82
		15.854 15.854
		34.878 50.732
		13.415 64.146
		7.317 71.463
		8.537 100.000

PARENT OF TRADITIONAL STUDENT

11:25 FRIDAY, OCTOBER 21, 19

PARENT TRAD. STUDENT (FREQUENCIES - QUESTIONS 1 THRU 77)

QUES22	STU LIKE FEEL	STU FEEL UNCOMFORTABLE		
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	3	3	3.659	3.659
DISAGREE.....	31	34	37.805	41.463
UNDECIDED.....	15	49	18.293	59.756
AGREE.....	26	75	31.707	91.463
STRONGLY AGREE..	7	82	8.537	100.000

QUES23	STU LIKE FEEL	STU NOT TREATED FAIRLY		
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	12	12	14.634	14.634
DISAGREE.....	43	55	52.439	67.073
UNDECIDED.....	12	67	14.634	81.707
AGREE.....	13	80	15.854	97.561
STRONGLY AGREE..	2	82	2.439	100.000

QUES24	STU LIKE FEEL	STU UNABLE GET JOB IN FLD		
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	15	15	18.293	18.293
DISAGREE.....	46	61	56.098	74.390
UNDECIDED.....	8	69	9.756	84.146
AGREE.....	10	79	12.195	96.341
STRONGLY AGREE..	3	82	3.659	100.000

QUES25	STU LIKE FEEL ALL VOC PROG OPEN TO ALL			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	1	1.220	1.220
DISAGREE.....	2	3	2.439	3.659
UNDECIDED.....	2	5	2.439	6.098
AGREE.....	27	32	32.927	39.024
STRONGLY AGREE..	50	82	60.976	100.000

QUES26	STU LIKE FEEL FEM LACK KNOWLEDGE IN MATH			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	31	31	37.805	37.805
DISAGREE.....	30	61	36.585	74.390
UNDECIDED.....	6	67	7.317	81.707
AGREE.....	4	71	4.878	86.585
STRONGLY AGREE..	11	82	13.415	100.000

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PARENT TRAD. STUDENT (FREQUENCIES - QUESTIONS 1 THRU 77)

QUES27	STU LIKE FEEL SCHOOL SUPP	ELIM SEX BIAS
	FREQUENCY CUM FREQ	PERCENT CUM PERCENT
STRONGLY DISAGREE	1	1.220
DISAGREE.....	3	3.659
UNDECIDED.....	4	4.678
AGREE.....	31	37.805
STRONGLY AGREE..	43	52.439
		100.000

QUES28	STU	LIKE	FEEL	MALE	LACK	FINGER	COORDINAT
		FREQUENCY	CUM	FREQ		PERCENT	CUM PERCENT
STRONGLY DISAGREE		2		37.500			37.500
DISAGREE.....	30		30	45.000			82.500
UNDECIDED.....	2		68	2.500			85.000
AGREE.....	8		76	10.000			95.000
STRONGLY AGREE..	4		80	5.000			100.000

QUES29	STU FREQUENCY	FIND CCUNS CUM	USE SAME FREQ	ADMISSION PERCENT	POLICY CUM PERCENT
STRONGLY DISAGREE	2		2	2.439	2.439
DISAGREE.....	3		5	3.659	6.098
UNDECIDED.....	6		11	7.317	13.415
AGREE.....	50		61	60.976	74.390
STRONGLY AGREE..	21		82	25.610	100.000

QUES30	STU FIND CCUNS	COUNSEL M/F	STU DIFFERENT
	FREQUENCY	CUM FREQ	PERCENT CUM PERCENT
STRNGLY DISAGREE	15	15	18.293 18.293
DISAGREE.....	30	45	36.585 54.878
UNDECIDED.....	9	54	10.976 65.854
AGREE.....	24	78	29.268 95.122
STRONGLY AGREE..	4	82	4.678 100.000

QUES31	STU FIND CCUNS POINT OUT SEX BIASES			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE.....	7	7	8.537	8.537
UNDECIDED.....	15	22	18.293	26.829
AGREE.....	53	75	64.634	91.463
STRONGLY AGREE..	7	82	8.537	100.000

PARENT OF TRADITIONAL STUDENT
PARENT TRAD. STUDENT (FREQUENCIES - QUESTIONS 1 THRU 77)

11:25 FRIDAY, OCTOBER 21, 1966

QUES32	STU FIND COUNS EMPH SAL IN JCBS TRAD MEN				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
STRONGLY DISAGREE	5	5	6.098	6.098	
DISAGREE.....	11	16	13.415	19.512	
UNDECIDED.....	27	43	32.927	52.439	
AGREE.....	34	77	41.463	93.902	
STRONGLY AGREE..	5	82	6.098	100.000	

QUES33	STU FIND COUNS MAK AWAK PROB ENRCL IN CL				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
STRONGLY DISAGREE	1	1	1.220	1.220	
DISAGREE.....	3	4	3.659	4.878	
UNDECIDED.....	10	14	12.195	17.073	
AGREE.....	59	73	71.951	89.024	
STRONGLY AGREE..	9	82	10.976	100.000	

QUES34	STU FIND COUNS ENCOUR ALL COMPL VOC REQ				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
DISAGREE.....	2	2	2.439	2.439	
UNDECIDED.....	3	5	3.659	6.098	
AGREE.....	42	47	51.220	57.317	
STRONGLY AGREE..	35	82	42.683	100.000	

QUES35	STU FIND COUNS EXPOSE STU TO PERS IN FLC				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
STRONGLY DISAGREE	2	2	2.439	2.439	
DISAGREE.....	7	9	8.537	10.976	
UNDECIDED.....	19	28	23.171	34.146	
AGREE.....	42	73	54.878	89.024	
STRONGLY AGREE..	9	82	10.976	100.000	

QUES36	STU FIND COUNS EXPLCK VARIETY CAREER LPT				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
STRONGLY DISAGREE	1	1	1.220	1.220	
DISAGREE.....	4	5	4.878	6.098	
UNDECIDED.....	5	10	6.098	12.195	
AGREE.....	42	55	54.878	67.073	
STRONGLY AGREE..	27	82	32.927	100.000	

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PARENT TRAD. STUDENT (FREQUENCIES - QUESTIONS 1 THRU 77)

QUES37	STU FIND CCUNS DEMO VCC CCUNS IMPORT FEM				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
STRONGLY DISAGREE	1	1	1.240	1.220	
DISAGREE.....	5	6	6.098	7.317	
UNDECIDED.....	3	9	3.659	10.976	
AGREE.....	51	60	62.195	73.171	
STRONGLY AGREE..	22	82	26.829	100.000	

QUES38	STU FIND CCUNS TRY ELIM SEX BIAS IN CCUN				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
STRONGLY DISAGREE	1	1	1.220	1.220	
DISAGREE.....	1	2	1.220	2.439	
UNDECIDED.....	9	11	10.976	13.415	
AGREE.....	53	64	64.634	78.049	
STRONGLY AGREE..	18	82	21.951	100.000	

QUES39	STU FIND CCUNS COUNSEL WITH PARENTS				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
STRONGLY DISAGREE	2	2	2.439	2.439	
DISAGREE.....	17	19	20.732	23.171	
UNDECIDED.....	25	44	30.488	53.659	
AGREE.....	34	78	41.463	95.122	
STRONGLY AGREE..	4	82	4.878	100.000	

QUES40	STU FIND CCUNS ADVISE STU/PAR OF CAR CPT				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
STRONGLY DISAGREE	1	1	1.235	1.235	
DISAGREE.....	4	5	4.938	6.173	
UNDECIDED.....	7	12	8.042	14.215	
AGREE.....	48	60	59.259	74.074	
STRONGLY AGREE..	21	81	25.926	100.000	

QUES41	STU FIND PRINC ISSUE NONDISC POLICY STMT				
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT	
STRONGLY DISAGREE	1	1	1.220	1.220	
DISAGREE.....	4	5	4.878	6.098	
UNDECIDED.....	9	14	10.976	17.073	
AGREE.....	52	66	63.415	80.488	
STRONGLY AGREE..	16	82	19.512	100.000	

PARENT OF TRADITIONAL STUDENT

11:25 FRIDAY, OCTOBER 21, 1982

PARENT TRAD. STUDENT (FREQUENCIES - QUESTIONS 1 THRU 77)

QUES42	STU FIND PRINC NOTIFY CF TITLE IV CMPLI	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE.....	0	0	7.317	7.317	
UNDECIDED.....	20	34	34.146	41.463	
AGREE.....	30	72	46.341	67.805	
STRONGLY AGREE..	10	82	12.195	100.000	

QUES43	STU FIND PRINC REVIEW POLICY FOR SEX BIA	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE.....	9	9	10.976	10.976	
UNDECIDED.....	10	25	19.512	30.488	
AGREE.....	44	69	53.659	84.146	
STRONGLY AGREE..	13	82	15.854	100.000	

QUES44	STU FIND PRINC NCT DISCK USE REST/ECLIP	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	3	3	3.659	3.659	
DISAGREE.....	7	10	8.237	12.195	
UNDECIDED.....	15	25	18.293	30.488	
AGREE.....	44	69	53.659	84.146	
STRONGLY AGREE..	13	82	15.854	100.000	

QUES45	STU FIND PRINC PUBLICZ VCC CCUR OPEN ALL	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE.....	4	4	4.878	4.878	
UNDECIDED.....	9	13	10.976	15.854	
AGREE.....	45	58	54.878	70.732	
STRONGLY AGREE..	24	82	29.268	100.000	

QUES46	STU FIND PRINC HLD TRNG SES ELIM SEX BIA	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE.....	10	10	12.195	12.195	
UNDECIDED.....	25	35	30.488	42.683	
AGREE.....	34	69	41.463	84.146	
STRONGLY AGREE..	13	82	15.854	100.000	

QUES47	STU FIND PRINC INTERPR NEED ELIM SEX BIA	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	1	1.220	1.220	
DISAGREE.....	13	14	15.854	17.073	
UNDECIDED.....	18	32	21.951	39.024	
AGREE.....	39	71	47.501	86.585	
STRONGLY AGREE..	11	82	13.415	100.000	

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PARENT OF TRADITIONAL STUDENT
PARENT TRAD. STUDENT (FREQUENCIES - QUESTIONS 1 THRU 77)

11:25 FRIDAY, OCTOBER 21, 196

QUES48	STU FIND PRINC ACTIVE RECRUIT INTO PRCG
	FREQUENCY CUM FREQ PERCENT CUM PERCENT
STRONGLY DISAGREE	2 2 2.439 2.439
DISAGREE.....	21 23 25.610 28.049
UNDECIDED.....	27 50 32.927 60.976
AGREE.....	21 71 25.610 86.585
STRONGLY AGREE..	11 82 13.415 100.000

QUES49	STU FIND PRINC ENCOUR STU COMPL VCC RES
	FREQUENCY CUM FREQ PERCENT CUM PERCENT
DISAGREE.....	4 4 4.878 4.878
UNDECIDED.....	3 7 3.659 8.537
AGREE.....	44 51 53.659 62.195
STRONGLY AGREE..	31 82 37.805 100.000

QUES50	STU FIND PRINC PUBLICIZE EMPLOY POSSIB
	FREQUENCY CUM FREQ PERCENT CUM PERCENT
STRONGLY DISAGREE	1 1 1.220 1.220
DISAGREE.....	6 7 7.317 8.537
UNDECIDED.....	6 13 7.317 15.854
AGREE.....	44 57 53.659 69.512
STRONGLY AGREE..	25 82 30.488 100.000

QUES51	STU FIND FAMILY ENCOUR ENTER AREA WISH
	FREQUENCY CUM FREQ PERCENT CUM PERCENT
STRONGLY DISAGREE	1 1 1.220 1.220
DISAGREE.....	6 7 7.317 8.537
UNDECIDED.....	5 12 6.098 14.634
AGREE.....	44 56 53.659 68.293
STRONGLY AGREE..	26 82 31.707 100.000

QUES52	STU FIND FAMILY ENCOUR ENTER VCC PRCG
	FREQUENCY CUM FREQ PERCENT CUM PERCENT
STRONGLY DISAGREE	1 1 1.220 1.220
DISAGREE.....	2 3 2.439 3.659
UNDECIDED.....	11 14 13.415 17.073
AGREE.....	48 62 58.537 75.610
STRONGLY AGREE..	20 82 24.390 100.000

PARENT OF TRADITIONAL STUDENT

11:25 FRIDAY, OCTOBER 21, 1968

PARENT TRAD. STUDENT (FREQUENCIES - QUESTIONS 1 THRU 77)

QUES53 STU FIND FAMILY DEMO INT BY CONTACT SCH

	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	1	1.220	1.220
DISAGREE.....	9	10	10.976	12.195
UNDECIDED.....	18	28	21.951	34.146
AGREE.....	41	69	50.000	84.146
STRONGLY AGREE..	13	82	15.854	100.000

QUES54 STU FIND FAMILY DISCUSS POTEN PRCE/SCHL

	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	1	1	1.220	1.220
DISAGREE.....	8	7	7.317	8.537
UNDECIDED.....	7	14	8.537	17.073
AGREE.....	54	68	62.854	82.927
STRONGLY AGREE..	14	82	17.073	100.000

QUES55 STU FIND FAMILY WILL BE EMBARRASSED

	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	23	23	28.049	28.049
DISAGREE.....	36	61	46.341	74.390
UNDECIDED.....	12	73	14.634	89.024
AGREE.....	8	81	9.756	98.780
STRONGLY AGREE..	1	82	1.220	100.000

QUES56 STU FIND FAMILY WILL MAKE FUN OF THEM

	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	29	29	35.366	35.366
DISAGREE.....	40	69	48.780	84.146
UNDECIDED.....	9	78	10.976	95.122
AGREE.....	2	80	2.439	97.561
STRONGLY AGREE..	2	82	2.439	100.000

QUES57 STU FIND FAMILY EXPECT LWN CAR TO BE FOL

	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	19	19	23.171	23.171
DISAGREE.....	41	60	50.000	73.171
UNDECIDED.....	8	68	7.317	80.488
AGREE.....	14	80	17.073	97.561
STRONGLY AGREE..	2	82	2.439	100.000

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PARENT OF TRADITIONAL STUDENT
PARENT TRAD. STUDENT (FREQUENCIES - QUESTIONS 1 THRU 77)

11:25 FRIDAY, OCTOBER 21, 1966

QUES58	STU FIND FAMILY ATTEMPT CHG CHN SEX BIAS
	FREQUENCY CUM FREQ PERCENT CUM PERCENT
STRONGLY DISAGREE	3 3 3.659 3.659
DISAGREE.....	15 18 18.293 21.951
UNDECIDED.....	18 36 21.951 43.902
AGREE.....	39 75 47.561 91.463
STRONGLY AGREE..	7 82 8.537 100.000

QUES59	STU FIND FAMILY STRONGLY OPPOSE ENROLLMT
	FREQUENCY CUM FREQ PERCENT CUM PERCENT
STRONGLY DISAGREE	19 19 23.171 23.171
DISAGREE.....	44 63 53.659 76.829
UNDECIDED.....	11 74 13.415 90.244
AGREE.....	6 80 7.317 97.561
STRONGLY AGREE..	2 82 2.439 100.000

QUES60	STU FIND FAMILY URGE CMPL PRG OF CHLD
	FREQUENCY CUM FREQ PERCENT CUM PERCENT
STRONGLY DISAGREE	1 1 1.235 1.235
DISAGREE.....	2 3 2.469 3.704
UNDECIDED.....	2 5 2.469 6.173
AGREE.....	42 47 51.852 58.025
STRONGLY AGREE..	34 81 41.975 100.000

QUES61	STU FIND FRIEND LAUGH AT THEM
	FREQUENCY CUM FREQ PERCENT CUM PERCENT
STRONGLY DISAGREE	10 10 12.195 12.195
DISAGREE.....	32 42 39.024 51.220
UNDECIDED.....	3 50 9.756 60.976
AGREE.....	27 77 32.527 93.502
STRONGLY AGREE..	3 80 6.096 100.000

QUES62	STU FIND FRIEND DISC BY SAY NOT GET JOE
	FREQUENCY CUM FREQ PERCENT CUM PERCENT
STRONGLY DISAGREE	12 12 14.634 14.634
DISAGREE.....	40 52 48.780 63.415
UNDECIDED.....	7 59 8.537 71.951
AGREE.....	21 80 25.010 97.561
STRONGLY AGREE..	2 82 2.439 100.000

PARENT OF TRADITIONAL STUDENT
PARENT TRAD. STUDENT (FREQUENCIES - QUESTIONS 1 THRU 77)

11:25 FRIDAY, OCTOBER 21, 1986

QUES63	STU FIND FRIEND TREAT THEM AS OUTCAST			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	25	25	30.488	30.488
DISAGREE.....	42	67	51.220	81.707
UNDECIDED.....	9	76	10.976	92.683
AGREE.....	6	82	7.317	100.000

QUES64	STU FIND FRIEND ENCOUR THEM TO ENROLL			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
DISAGREE.....	6	6	7.317	7.317
UNDECIDED.....	9	15	10.976	18.293
AGREE.....	55	70	67.073	85.366
STRONGLY AGREE..	12	82	14.634	100.000

QUES65	STU FIND FRIEND DISC BY SAY LACK SKILLS			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	11	11	13.415	13.415
DISAGREE.....	49	60	59.756	73.171
UNDECIDED.....	8	68	9.756	82.927
AGREE.....	13	81	15.854	98.780
STRONGLY AGREE..	1	82	1.220	100.000

QUES66	STU FIND FRIEND DISC FROM TRY NEW THING			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	15	15	18.293	18.293
DISAGREE.....	49	64	59.756	78.049
UNDECIDED.....	4	68	4.878	82.927
AGREE.....	13	81	15.854	98.780
STRONGLY AGREE..	1	82	1.220	100.000

QUES67	STU FIND FRIEND SAY EASY TO GET A JOB			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
STRONGLY DISAGREE	8	8	9.756	9.756
DISAGREE.....	46	54	56.098	65.854
UNDECIDED.....	19	73	23.171	89.024
AGREE.....	8	81	9.756	98.780
STRONGLY AGREE..	1	82	1.220	100.000

PARENT TRAD. STUDENT (FREQUENCIES - QUESTIONS 1 THRU 77)

QUES68	STU FIND FRIEND SUPP CHG	ELIM SEX BIAS
	FREQUENCY CUM FREQ	PERCENT CUM PERCENT
STRONGLY DISAGREE	3	3.659
DISAGREE.....	17	20.732
UNDECIDED.....	10	19.512
AGREE.....	40	48.780
STRONGLY AGREE..	6	7.317
	82	100.000

QUES69	FREQUENCY	YOUR SEX	PERCENT	CUM PERCENT
		CUM FREQ		
MALE.....	1	1	30.864	30.864
FEMALE.....	25	26	68.867	97.531
	3	81	2.469	100.000

QUES70	FREQUENCY	I HAVE A	PERCENT	CUM PERCENT
		CUM FREQ		
SON.....	53	53	64.634	64.634
DAUGHTER.....	28	81	34.146	98.780
	4	82	1.220	100.000

QUES71	FREQUENCY	HE/SHE IS IN	PERCENT	CUM PERCENT
		CUM FREQ		
AGRICULTURE.....	2	2	18.750	18.750
BUSINESS & CFF..	15	17	25.000	43.750
HEALTH CAREERS..	20	35	7.500	51.250
HOME ECONOMICS..	6	41	6.250	57.500
TRADE & INDUST..	5	46	42.500	100.000
	34	80		

QUES72	FREQUENCY	YEARLY HOUSEHOLD INCOME	PERCENT	CUM PERCENT
		CUM FREQ		
LESS THAN \$5,000	2	2	8.750	8.750
\$5,001-\$10,000	7	9	13.750	22.500
\$10,001-\$15,000	11	20	11.250	33.750
\$15,001-\$20,000	9	29	12.500	46.250
\$20,001 & OVER	10	39	53.750	100.000
	43	80		

PARENT OF TRADITIONAL STUDENT

11:25 FRIDAY, OCTOBER 21, 1988

PARENT TRAD. STUDENT (FREQUENCIES - QUESTIONS 1 THRU 77)

QUES73	MY HIGHEST LEVEL OF EDUCATION			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
GRADE 8 OR LESS	2	2	8.750	8.750
SOME HIGH SCHCOL	7	9	17.500	26.250
HIGH SCHOOL GRAD	14	23	33.750	60.000
SOME COLLEGE....	27	50	23.750	83.750
COLLEGE GRAD....	19	69	16.250	100.000

QUES74	OTHER PARENT LEVEL OF EDUCATION			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
GRADE 8 OR LESS	2	2	13.750	13.750
SOME HIGH SCHCOL	11	13	18.750	32.500
HIGH SCHOOL GRAD	15	28	38.750	71.250
SOME COLLEGE....	31	59	13.750	85.000
COLLEGE GRAD....	11	70	15.000	100.000

QUES75	MY PRESENT OCCUPATION			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
EMPLOYED AS....	3	3	63.291	63.291
NCT EMPLOYED....	20	23	31.846	94.537
DO NOT KNOW....	25	48	2.532	97.468
	2	50	2.532	100.000

QUES76	OTHER PARENT PRESENT OCCUPATION			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
TRADITIONAL....	51	51	67.105	67.105
NONTRADITIONAL..	17	68	22.368	89.474
	3	71	7.895	97.368
	4	75	2.632	100.000

QUES77	TYPE OF PROGRAM ENROLLED IN			
	FREQUENCY	CUM FREQ	PERCENT	CUM PERCENT
TRADITIONAL....	76	76	92.683	92.683
NONTRADITIONAL..	4	80	4.878	97.561
	3	83	1.220	98.780
	4	87	1.220	100.000

PARENT OF TRADITIONAL STUDENT

11:25 FRIDAY, OCTOBER 21, 1961

PARENT TRAD. STUDENT (MEANS - QUESTIONS 1 THRU 77)

ARIABLE	LABEL	N	N MISSING	MEAN	STANDARD DEVIATION
UES1	STU FIND TEACH WILL WELCOME ANY STU	82	0	4.1707	0.6593
UES2	STU FIND TEACH WILL GIVE SAME ASSIGN	82	0	4.2195	0.6854
UES3	STU FIND TEACH WILL NOT SEP GRPS FOR PRJ	82	0	4.0000	0.7857
UES4	STU FIND TEACH WILL ONLY FEM/MAL DO DEMO	82	0	2.0122	0.8386
UES5	STU FIND TEACH WILL MAKE COMPARISSNS	82	0	2.5122	1.0091
UES6	STU FIND TEACH WILL ENCOU MAL CH CAR IND	82	0	2.0576	1.1505
UES7	STU FIND TEACH WILL USE SAME GRADING	82	0	4.2927	0.6571
UES8	STU FIND TEACH WILL EC ENCOU COMPL PROG	82	0	4.2439	0.7944
UES9	STU FIND TEACH EXPL PRGB WHN SEEK JOB OP	82	0	3.9024	0.7955
UES10	STU FIND TEACH NOTIF IF TAT UNFAIR CLASS	81	1	3.9383	1.0410
UES11	STU FIND TEACH INFO AVAILABLE ON OPPORT	82	0	4.2073	0.8125
UES12	STU FIND TEACH MAKE FUN OF THEM IN CLASS	82	0	1.8585	0.8190
UES13	STU FIND TEACH USE TEXTBK SHUN M/F WORK	82	0	3.8415	0.8530
UES14	STU FIND TEACH OPPORT TALK W/PERSON FLU	82	0	3.8253	0.8573
UES15	STU FIND TEACH TRY ELIMINATE SEX BIAS	82	0	4.0122	0.8386
UES16	STU FIND TEACH USE WORDS PREV LABEL JOBS	82	0	3.5244	0.8047
UES17	STU LIKE FEEL MALE STU CONSIDERED SISSY	82	0	2.8049	1.2904
UES18	STU LIKE FEEL FEM STU CONSIDERED TOMBOY	82	0	2.8951	1.1517
UES19	STU LIKE FEEL STU ENTER CCUR FOR SOCIAL	82	0	2.5000	1.1350
UES20	STU LIKE FEEL SOME VCC COUR ONLY FOR MAL	82	0	2.7683	1.1680
UES21	STU LIKE FEEL STU EXPEC MAKE BETTER GRDE	82	0	2.3780	1.1071
UES22	STU LIKE FEEL STU FEEL UNCOMFORTABLE	82	0	3.0360	1.0537
UES23	STU LIKE FEEL STU NOT TREATED FAIRLY	82	0	2.3902	1.0032
UES24	STU LIKE FEEL STU UNABLE GET JOB IN FLU	82	0	2.2683	1.0185
UES25	STU LIKE FEEL ALL VCC PRGB OPEN TO ALL	82	0	4.5000	0.7720
UES26	STU LIKE FEEL FEM LACK KNOWLEDGE IN MATH	82	0	2.1951	1.3557
UES27	STU LIKE FEEL SCHOOL SUPP ELIM SEX BIAS	82	0	4.3859	0.8390
UES28	STU LIKE FEEL MALE LACK FINGER COORDINAT	80	2	2.0000	1.1250
UES29	STU FIND CCUNS USE SAME ADMISSION POLICY	82	0	4.0366	0.8360
UES30	STU FIND CCUNS COUNSEL M/F STU DIFFERENT	82	0	2.8585	1.2150
UES31	STU FIND CCUNS POINT OUT SEX BIASES	82	0	3.7317	0.7370
UES32	STU FIND CCUNS EMPH SAL IN JOBS TRAD MEN	82	0	3.2800	0.9840
UES33	STU FIND CCUNS MAK AWARE PROB ENROL IN CL	82	0	3.8780	0.8915
UES34	STU FIND CCUNS ENCOU ALL COMPL VCC REU	82	0	4.3415	0.8707
UES35	STU FIND CCUNS EXPOSE STU TO PERS IN FLU	82	0	3.8341	0.8821
UES36	STU FIND CCUNS EXPLCK VARIETY CAREER OPT	82	0	4.1341	0.8275
UES37	STU FIND CCUNS DEMO VCC CCUNS IMPORT FEM	82	0	4.0732	0.8130
UES38	STU FIND CCUNS TRY ELIM SEX BIAS IN CCUN	82	0	4.0488	0.7010
UES39	STU FIND CCUNS COUNSEL WITH PARENTS	82	0	3.2501	0.9271
UES40	STU FIND CCUNS ADVISE STU/PAR OF CAR OPT	81	1	4.0370	0.8150
UES41	STU FIND PRINC ISSUE NONDISC POLICY STMT	82	0	3.9512	0.7840
UES42	STU FIND PRINC NOTIF OF TITLE IV COMPLI	82	0	3.8341	0.7937
UES43	STU FIND PRINC REVIEW POLICY FOR SEX BIA	82	0	3.7439	0.8575
UES44	STU FIND PRINC NOT DISCR USE REST/EQUIP	82	0	3.8951	0.9647
UES45	STU FIND PRINC PUBLICZ VCC COUR OPEN ALL	82	0	4.0854	0.7730
UES46	STU FIND PRINC HLD TRNG SES ELIM SEX BIA	82	0	3.8096	0.8530
UES47	STU FIND PRINC INTERPK NEED ELIM SEX BIA	82	0	3.5610	0.9571
UES48	STU FIND PRINC ACTIVE RECRUIT INTO PRGB	82	0	3.2195	1.0544
UES49	STU FIND PRINC ENCOU STU COMPL VCC REU	82	0	4.2439	0.7464
UES50	STU FIND PRINC PUBLICIZE EMPLOY POSSIB	82	0	4.0488	0.8870
UES51	STU FIND FAMILY ENCOU ENTER AREA WISH	82	0	4.0732	0.8820
UES52	STU FIND FAMILY ENCOU ENTER VCC PRGB	82	0	4.0244	0.7670
UES53	STU FIND FAMILY DEMO INT BY CONTACT SCH	82	0	3.8829	0.9140

PARENT OF TRADITIONAL STUDENT

11:25 FRIDAY, OCTOBER 21, 1966

PARENT TRAD. STUDENT (MEANS - QUESTIONS 1 THRU 77)

ARIABLE	LABEL	N	N MISSING	MEAN	STANDARD DEVIATION
JES54	STU FIND FAMILY DISCUSS POTEN PROB/SCUL	82	0	3.9024	C.8108
JES55	STU FIND FAMILY WILL BE EMBARRASSED	82	0	2.0976	C.9637
JES56	STU FIND FAMILY WILL MAKE FUN OF THEM	82	0	1.8780	C.8804
JES57	STU FIND FAMILY EXPEC OWN CAR TO BE FUL	82	0	2.2561	1.0751
JES58	STU FIND FAMILY ATTEMPT CHG OWN SEX BIAS	82	0	3.3902	1.0032
JES59	STU FIND FAMILY STRONGLY OPPOSE ENROLLMT	82	0	2.1220	C.9340
JES60	STU FIND FAMILY URGE COMPL PROG OF CHCIC	81	1	4.3088	C.7524
JES61	STU FIND FRIEND LAUGH AT THEM	82	0	2.8171	1.1980
JES62	STU FIND FRIEND DISC BY SAY NOT GET JOB	82	0	2.5244	1.1025
JES63	STU FIND FRIEND TREAT THEM AS OUTCAST	82	0	1.9512	C.8448
JES64	STU FIND FRIEND ENCOUR THEM TO ENROLL	82	0	3.8902	C.7371
JES65	STU FIND FRIEND DISC BY SAY LACK SKILLS	82	0	2.3171	C.9411
JES66	STU FIND FRIEND DISC FROM TRY NEW THING	82	0	2.2195	C.9690
JES67	STU FIND FRIEND SAY EASY TO GET A JOB	82	0	2.3659	C.8350
JES68	STU FIND FRIEND SUPP CHG ELIM SEX BIAS	82	0	3.3537	1.0107
JES69	YOUR SEX	81	1	1.7160	C.5050
JES70	I HAVE A	82	0	1.3780	C.5587
JES71	HE/SHE IS IN	80	2	3.2875	1.6474
JES72	YEARLY HOUSEHOLD INCOME	80	2	3.8875	1.4142
JES73	MY HIGHEST LEVEL OF EDUCATION	80	2	3.2125	1.1787
JES74	OTHER PARENT LEVEL OF EDUCATION	80	2	2.9750	1.2219
JES75	MY PRESENT OCCUPATION	79	1	1.4430	C.6740
JES76	OTHER PARENT PRESENT OCCUPATION	76	6	1.4805	C.7581
JES77	TYPE OF PROGRAM ENROLLED IN	82	0	1.1098	C.4440

APPENDIX D

Statistical Comparison of Particular Group Responses

SURVEY2 - COUNSELORS VS. INSTRUCTORS
QUESTIONS 01-6d

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TTEST PROCEDURE

VARIABLE: QUES1

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
COUNS2	13	4.46153846	0.51887452	0.14390990	4.00000000	5.00000000	UNEQUAL	-1.3928	26.1	0.1754
INSTR2	38	4.71052632	0.65379949	0.10606028	2.00000000	5.00000000	EQUAL	-1.2429	49.0	0.2198

FOR HQ: VARIANCES ARE EQUAL, F* = 1.59 WITH 37 AND 12 DF PRGB > F* = 0.3938

VARIABLE: QUES2

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
COUNS2	13	4.23076923	0.55914469	0.16617284	3.00000000	5.00000000	UNEQUAL	-1.0567	34.6	0.2980
INSTR2	38	4.47368421	0.97915689	0.15884022	1.00000000	5.00000000	EQUAL	-0.8391	49.0	0.4055

FOR HQ: VARIANCES ARE EQUAL, F* = 2.67 WITH 37 AND 12 DF PRGB > F* = 0.0709

VARIABLE: QUES3

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
COUNS2	13	4.07692308	0.75955453	0.21066252	3.00000000	5.00000000	UNEQUAL	-1.7581	24.3	0.0914
INSTR2	38	4.52631579	0.89251670	0.14478533	1.00000000	5.00000000	EQUAL	-1.6228	49.0	0.1110

FOR HQ: VARIANCES ARE EQUAL, F* = 1.38 WITH 37 AND 12 DF PRGB > F* = 0.5624

VARIABLE: QUES4

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
COUNS2	13	1.69230769	0.48038446	0.13323468	1.00000000	2.00000000	UNEQUAL	1.7945	33.0	0.0819
INSTR2	38	1.36842105	0.75053324	0.12175257	1.00000000	5.00000000	EQUAL	1.4521	49.0	0.1528

FOR HQ: VARIANCES ARE EQUAL, F* = 2.44 WITH 37 AND 12 DF PRGB > F* = 0.0992

VARIABLE: QUES5

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
COUNS2	13	2.23076923	1.01273937	0.28088336	1.00000000	5.00000000	UNEQUAL	1.2595	21.7	0.2212
INSTR2	38	1.81578947	1.06174927	0.17223848	1.00000000	5.00000000	EQUAL	1.2301	49.0	0.2245

FOR HQ: VARIANCES ARE EQUAL, F* = 1.10 WITH 37 AND 12 DF PRGB > F* = 0.9070

SURVEY2 - COUNSELORS VS. INSTRUCTORS
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TTEST PROCEDURE

VARIABLE: QUES6

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
COUNS2	13	1.69230769	0.48038446	0.13323468	1.00000000	2.00000000	UNEQUAL	1.9465	32.7	0.0602
INSTR2	38	1.34210526	0.74530298	0.12090411	1.00000000	5.00000000	EQUAL	1.5798	49.0	0.1206
FOR H0: VARIANCES ARE EQUAL, F* = 2.41 WITH 37 AND 12 DF PROB > F* = 0.1044										

VARIABLE: QUEST7

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
COUNS2	13	4.00000000	1.22474487	0.33968311	1.00000000	5.00000000	UNEQUAL	-2.1092	13.4	0.0543
INSTR2	38	4.73684211	0.50319039	0.08162826	3.00000000	5.00000000	EQUAL	-3.0685	49.0	0.0035
FOR H0: VARIANCES ARE EQUAL, F* = 5.92 WITH 12 AND 37 DF PROB > F* = 0.0001										

VARIABLE: QUES8

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
COUNS2	13	4.46153846	0.51887452	0.14390990	4.00000000	5.00000000	UNEQUAL	-2.6375	15.7	0.0181
INSTR2	38	4.86842105	0.34256999	0.05557219	4.00000000	5.00000000	EQUAL	-3.2212	49.0	0.0023
FOR H0: VARIANCES ARE EQUAL, F* = 2.29 WITH 12 AND 37 DF PROB > F* = 0.0529										

VARIABLE: QUES9

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
COUNS2	13	3.61538462	0.65044364	0.18040061	2.00000000	4.00000000	UNEQUAL	-0.8824	36.8	0.3833
INSTR2	38	3.84210526	1.12769355	0.18293605	1.00000000	5.00000000	EQUAL	-0.6841	49.0	0.4671
FOR H0: VARIANCES ARE EQUAL, F* = 3.01 WITH 37 AND 12 DF PROB > F* = 0.0445										

VARIABLE: QUES10

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
COUNS2	13	4.07692308	0.75955453	0.21066252	3.00000000	5.00000000	UNEQUAL	-0.5380	22.1	0.5960
INSTR2	38	4.21052632	0.81066855	0.13150780	2.00000000	5.00000000	EQUAL	-0.5208	49.0	0.6049
FOR H0: VARIANCES ARE EQUAL, F* = 1.14 WITH 37 AND 12 DF PROB > F* = 0.8489										

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TTEST PROCEDURE

VARIABLE: QUES11

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
COUNS2	13	4.38461538	0.50636968	0.14044168	4.00000000	5.00000000	UNEQUAL	-0.3762	22.6	0.7163
INSTR2	38	4.44736842	0.55494672	0.09002425	3.00000000	5.00000000	EQUAL	-0.3554	49.0	0.7209
FOR HQ: VARIANCES ARE EQUAL, F* = 1.20 WITH 37 AND 12 DF PROB > F* = 0.7650										

VARIABLE: QUES12

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
COUNS2	13	1.23076923	0.43852901	0.12162606	1.00000000	2.00000000	UNEQUAL	0.7418	17.3	0.4682
INSTR2	38	1.13157895	0.34256999	0.05557219	1.00000000	2.00000000	EQUAL	0.8380	49.0	0.4061
FOR HQ: VARIANCES ARE EQUAL, F* = 1.64 WITH 12 AND 37 DF PROB > F* = 0.2456										

VARIABLE: QUES13

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
COUNS2	13	3.92307692	0.75955453	0.21066252	3.00000000	5.00000000	UNEQUAL	-2.7554	19.1	0.0126
INSTR2	38	4.57894737	0.68306064	0.11080707	2.00000000	5.00000000	EQUAL	-2.9054	49.0	0.0055
FOR HQ: VARIANCES ARE EQUAL, F* = 1.24 WITH 12 AND 37 DF PRCB > F* = 0.5927										

VARIABLE: QUES14

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
COUNS2	13	3.76923077	0.83205029	0.23076923	3.00000000	5.00000000	UNEQUAL	-0.4561	22.9	0.6526
INSTR2	38	3.89473684	0.92384255	0.14986705	1.00000000	5.00000000	EQUAL	-0.4329	49.0	0.6670
FOR HQ: VARIANCES ARE EQUAL, F* = 1.23 WITH 37 AND 12 DF PRCB > F* = 0.7249										

VARIABLE: QUES15

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
COUNS2	13	4.23076923	0.72501105	0.20108189	3.00000000	5.00000000	UNEQUAL	-0.5276	29.5	0.6017
INSTR2	38	4.36842105	1.02459096	0.16621060	1.00000000	5.00000000	EQUAL	-0.4463	49.0	0.6573
FOR HQ: VARIANCES ARE EQUAL, F* = 2.00 WITH 37 AND 12 DF PROB > F* = 0.1984										

SURVEY2 - COUNSELORS VS. INSTRUCTORS
QUESTIONS 01-68
TTEST PROCEDURE

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VARIABLE: QUES16

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
COUNS2	13	3.15384615	0.80064077	0.22205780	2.00000000	4.00000000	UNEQUAL	-2.3345	28.3	0.0269
INSTR2	38	3.81578947	1.08690642	0.17631950	1.00000000	5.00000000	EQUAL	-2.0114	49.0	0.0498
FOR HQ: VARIANCES ARE EQUAL, F*= 1.84 WITH 37 AND 12 DF PROB > F*= 0.2557										

VARIABLE: QUES17

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
COUNS2	13	3.07692308	1.18754217	0.32936494	1.00000000	5.00000000	UNEQUAL	1.9567	22.2	0.0631
INSTR2	38	2.31578947	1.27566121	0.20693957	1.00000000	5.00000000	EQUAL	1.8881	49.0	0.0649
FOR HQ: VARIANCES ARE EQUAL, F*= 1.15 WITH 37 AND 12 DF PRCB > F*= 0.8282										

VARIABLE: QUES18

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
COUNS2	13	2.15384615	0.80064077	0.22205780	1.00000000	4.00000000	UNEQUAL	-0.1010	32.6	0.9202
INSTR2	38	2.18421053	1.24889710	0.20259786	1.00000000	5.00000000	EQUAL	-0.0818	49.0	0.9351
FOR HQ: VARIANCES ARE EQUAL, F*= 2.43 WITH 37 AND 12 DF PROB > F*= 0.1004										

VARIABLE: QUES19

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
COUNS2	13	2.30769231	0.75106762	0.20830868	1.00000000	4.00000000	UNEQUAL	0.0649	32.6	0.9487
INSTR2	38	2.28947368	1.16033301	0.18823087	1.00000000	5.00000000	EQUAL	0.0528	49.0	0.9581
FOR HQ: VARIANCES ARE EQUAL, F*= 2.39 WITH 37 AND 12 DF PRCB > F*= 0.1077										

VARIABLE: QUES20

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
COUNS2	13	1.53846154	0.51887452	0.14390990	1.00000000	2.00000000	UNEQUAL	-2.0910	46.6	0.0420
INSTR2	38	2.05263158	1.22909258	0.19938514	1.00000000	5.00000000	EQUAL	-1.4568	49.0	0.1516
FOR HQ: VARIANCES ARE EQUAL, F*= 5.61 WITH 37 AND 12 DF PROB > F*= 0.0027										

SURVEY2 - COUNSELORS VS. INSTRUCTORS
QUESTIONS 01-68

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TTEST PROCEDURE

VARIABLE: QUES21											
SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T	
COUNS2	13	1.69230769	0.48038446	0.13323468	1.00000000	2.00000000	UNEQUAL	0.4810	33.2	0.6336	
INSTR2	38	1.60526316	0.75478559	0.12244239	1.00000000	5.00000000	EQUAL	0.3863	49.0	0.6995	
FOR H0: VARIANCES ARE EQUAL, F* = 2.47 WITH 37 AND 12 DF PROCB > F* = 0.0952											
VARIABLE: QUES22											
SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T	
COUNS2	13	2.61538462	0.65044364	0.18040061	2.00000000	4.00000000	UNEQUAL	2.0237	35.3	0.6506	
INSTR2	38	2.10526316	1.08526927	0.17605392	1.00000000	5.00000000	EQUAL	1.5932	49.0	0.1175	
FOR H0: VARIANCES ARE EQUAL, F* = 2.78 WITH 37 AND 12 DF PROCB > F* = 0.0604											
VARIABLE: QUES23											
SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T	
COUNS2	13	1.76923077	0.55914469	0.16617284	1.00000000	3.00000000	UNEQUAL	0.3894	30.5	0.6597	
INSTR2	38	1.68421053	0.87318192	0.14164881	1.00000000	5.00000000	EQUAL	0.3248	49.0	0.7467	
FOR H0: VARIANCES ARE EQUAL, F* = 2.12 WITH 37 AND 12 DF PROCB > F* = 0.1619											
VARIABLE: QUES24											
SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T	
COUNS2	13	1.84615385	0.68873723	0.19102134	1.00000000	3.00000000	UNEQUAL	-0.3308	22.5	0.7438	
INSTR2	38	1.92105263	0.74911043	0.12152176	1.00000000	4.00000000	EQUAL	-0.3172	49.0	0.7524	
FOR H0: VARIANCES ARE EQUAL, F* = 1.18 WITH 37 AND 12 DF PROCB > F* = 0.7887											
VARIABLE: QUES25											
SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T	
COUNS2	13	4.53846154	1.12660142	0.31246302	1.00000000	5.00000000	UNEQUAL	-0.1176	17.4	0.9077	
INSTR2	38	4.57894737	0.88932343	0.14426731	1.00000000	5.00000000	EQUAL	-0.1322	49.0	0.8953	
FOR H0: VARIANCES ARE EQUAL, F* = 1.60 WITH 12 AND 37 DF PROCB > F* = 0.2657											

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SURVEY2 - COUNSELORS VS. INSTRUCTORS
QUESTIONS 01-68

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TTEST PROCEDURE

VARIABLE: QUES26

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
COUNS2	13	1.30769231	0.63042517	0.17484848	1.00000000	3.00000000	UNEQUAL	-0.5509	21.2	0.5834
INSTR2	38	1.42105263	0.64227547	0.10419084	1.00000000	4.00000000	EQUAL	-0.5518	49.0	0.5836
FOR HO: VARIANCES ARE EQUAL, F* = 1.04 WITH 37 AND 12 DF PROB > F* = 1.0000										

VARIABLE: QUES27

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
COUNS2	13	4.46153846	1.12660142	0.31246302	1.00000000	5.00000000	UNEQUAL	0.0412	17.4	0.9676
INSTR2	38	4.44736842	0.89132056	0.14455129	1.00000000	5.00000000	EQUAL	0.0402	49.0	0.9633
FOR HO: VARIANCES ARE EQUAL, F* = 1.60 WITH 12 AND 37 DF PROB > F* = 0.2701										

VARIABLE: QUES28

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
COUNS2	13	1.30769231	0.48038446	0.13323468	1.00000000	2.00000000	UNEQUAL	-0.2229	20.8	0.8258
INSTR2	38	1.34210526	0.48078291	0.07799329	1.00000000	2.00000000	EQUAL	-0.2228	49.0	0.8246
FOR HO: VARIANCES ARE EQUAL, F* = 1.00 WITH 37 AND 12 DF PROB > F* = 1.0000										

VARIABLE: QUES29

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
COUNS2	13	4.53846154	0.87705802	0.24325213	2.00000000	5.00000000	UNEQUAL	0.9645	21.8	0.3454
INSTR2	38	4.26315789	0.92075793	0.14936666	1.00000000	5.00000000	EQUAL	0.9413	49.0	0.3512
FOR HO: VARIANCES ARE EQUAL, F* = 1.10 WITH 37 AND 12 DF PROB > F* = 0.9026										

VARIABLE: QUES30

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
COUNS2	13	2.15384615	1.21423185	0.33676732	1.00000000	4.00000000	UNEQUAL	0.1298	18.0	0.8982
INSTR2	38	2.10526316	1.00779325	0.16348565	1.00000000	5.00000000	EQUAL	0.1424	49.0	0.8874
FOR HO: VARIANCES ARE EQUAL, F* = 1.45 WITH 12 AND 37 DF PROB > F* = 0.3745										

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SURVEY2 - COUNSELORS VS. INSTRUCTORS
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TTEST PROCEDURE

VARIABLE: QUES31

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
COUNS2	13	3.61538462	1.12089708	0.31088091	1.00000000	5.00000000	UNEQUAL	0.3406	16.7	0.7377
INSTR2	38	3.50000000	0.83017419	0.13467204	2.00000000	5.00000000	EQUAL	0.3946	49.0	0.6948
FOR HO: VARIANCES ARE EQUAL, F* = 1.82 WITH 12 AND 37 DF PROB > F* = 0.1606										

VARIABLE: QUES32

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
COUNS2	13	4.00000000	1.15470054	0.32025631	1.00000000	5.00000000	UNEQUAL	2.1472	15.7	0.0478
INSTR2	38	3.26315789	0.75995059	0.12328026	2.00000000	5.00000000	EQUAL	2.6260	49.0	0.0115
FOR HO: VARIANCES ARE EQUAL, F* = 2.31 WITH 12 AND 37 DF PROB > F* = 0.0511										

VARIABLE: QUES33

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
COUNS2	13	3.76923077	0.92680870	0.25705048	2.00000000	5.00000000	UNEQUAL	1.0913	20.1	0.2680
INSTR2	38	3.44736842	0.89132056	0.14459129	2.00000000	5.00000000	EQUAL	1.1129	49.0	0.2712
FOR HO: VARIANCES ARE EQUAL, F* = 1.08 WITH 12 AND 37 DF PROB > F* = 0.8058										

VARIABLE: QUES34

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
COUNS2	13	4.61538462	0.50636968	0.14044168	4.00000000	5.00000000	UNEQUAL	2.9192	44.8	0.0055
INSTR2	38	3.94736842	1.11373170	0.18067114	1.00000000	5.00000000	EQUAL	2.0797	49.0	0.0428
FOR HO: VARIANCES ARE EQUAL, F* = 4.84 WITH 37 AND 12 DF PROB > F* = 0.0055										

VARIABLE: QUES35

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
COUNS2	13	4.00000000	0.70710678	0.19611614	3.00000000	5.00000000	UNEQUAL	2.3114	26.6	0.0288
INSTR2	37	3.43243243	0.89878129	0.14775873	1.00000000	5.00000000	EQUAL	2.0592	48.0	0.0449
FOR HO: VARIANCES ARE EQUAL, F* = 1.62 WITH 36 AND 12 DF PROB > F* = 0.3762										

SURVEY2 - COUNSELORS VS. INSTRUCTORS
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TTEST PROCEDURE

VARIABLE: QUES36

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
COUNS2	13	4.53846154	0.51887452	0.14390990	4.00000000	5.00000000	UNEQUAL	3.6596	34.0	0.0009
INSTR2	38	3.81578947	0.83359408	0.13522682	1.00000000	5.00000000	EQUAL	2.9266	49.0	0.0052
FOR H0: VARIANCES ARE EQUAL, F* = 2.58 WITH 37 AND 12 DF PROB > F* = 0.0807										

VARIABLE: QUES37

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
COUNS2	13	4.53846154	0.51887452	0.14390990	4.00000000	5.00000000	UNEQUAL	3.0982	37.7	0.0037
INSTR2	38	3.89473684	0.92384255	0.14986705	2.00000000	5.00000000	EQUAL	2.3770	49.0	0.0214
FOR H0: VARIANCES ARE EQUAL, F* = 3.17 WITH 37 AND 12 DF PROB > F* = 0.0359										

VARIABLE: QUES38

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
COUNS2	13	4.69230769	0.48038446	0.13323468	4.00000000	5.00000000	UNEQUAL	3.4317	35.4	0.0015
INSTR2	38	4.05263158	0.80361913	0.13036424	2.00000000	5.00000000	EQUAL	2.6988	49.0	0.0095
FOR H0: VARIANCES ARE EQUAL, F* = 2.80 WITH 37 AND 12 DF PROB > F* = 0.0552										

VARIABLE: QUES39

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
COUNS2	13	3.53846154	1.05003052	0.29122607	2.00000000	5.00000000	UNEQUAL	1.3498	17.4	0.1944
INSTR2	38	3.10526316	0.83145830	0.13488035	1.00000000	5.00000000	EQUAL	1.5149	49.0	0.1362
FOR H0: VARIANCES ARE EQUAL, F* = 1.59 WITH 12 AND 37 DF PROB > F* = 0.2717										

VARIABLE: QUES40

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
COUNS2	13	4.61538462	0.50636968	0.14044168	4.00000000	5.00000000	UNEQUAL	4.5906	41.4	0.0001
INSTR2	38	3.63157895	0.99786401	0.16187492	1.00000000	5.00000000	EQUAL	3.3923	49.0	0.0014
FOR H0: VARIANCES ARE EQUAL, F* = 3.88 WITH 37 AND 12 DF PROB > F* = 0.0150										

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VARIABLE: QUES41

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
COUNS2	13	4.23076923	0.83205029	0.23076923	2.00000000	5.00000000	UNEQUAL	-1.2994	13.8	0.2125
INSTR2	38	4.55263158	0.55494672	0.09002425	3.00000000	5.00000000	EQUAL	-1.5797	49.0	0.1206
FOR H0: VARIANCES ARE EQUAL, F* = 2.25 WITH 12 AND 37 DF PROB > F* = 0.0350										

VARIABLE: QUES42

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
COUNS2	13	4.46153846	0.51887452	0.14390990	4.00000000	5.00000000	UNEQUAL	0.3535	30.5	0.7261
INSTR2	38	4.39473684	0.75478559	0.12244239	2.00000000	5.00000000	EQUAL	0.2952	49.0	0.7691
FOR H0: VARIANCES ARE EQUAL, F* = 2.12 WITH 37 AND 12 DF PROB > F* = 0.1639										

VARIABLE: QUES43

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
COUNS2	13	4.30769231	0.48038446	0.13323468	4.00000000	5.00000000	UNEQUAL	-0.0416	38.5	0.9670
INSTR2	38	4.31578947	0.87318192	0.14164881	2.00000000	5.00000000	EQUAL	-0.0317	49.0	0.9748
FOR H0: VARIANCES ARE EQUAL, F* = 3.30 WITH 37 AND 12 DF PROB > F* = 0.0302										

VARIABLE: QUES44

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
COUNS2	13	4.23076923	1.16575056	0.32332103	1.00000000	5.00000000	UNEQUAL	-0.3461	16.0	0.7338
INSTR2	37	4.35135135	0.78938148	0.12977352	2.00000000	5.00000000	EQUAL	-0.4163	48.0	0.6750
FOR H0: VARIANCES ARE EQUAL, F* = 2.18 WITH 12 AND 36 DF PROB > F* = 0.0707										

VARIABLE: QUES45

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
COUNS2	13	4.61538462	0.50636968	0.14044168	4.00000000	5.00000000	UNEQUAL	0.3503	28.2	0.7287
INSTR2	38	4.55263158	0.68565882	0.11122855	2.00000000	5.00000000	EQUAL	0.3022	49.0	0.7638
FOR H0: VARIANCES ARE EQUAL, F* = 1.83 WITH 37 AND 12 DF PROB > F* = 0.2598										

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VARIABLE: QUES46

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
COUNS2	13	3.69230769	0.75106762	0.20830868	3.00000000	5.00000000	UNEQUAL	0.0329	22.3	0.9741
INSTR2	38	3.68421053	0.80891195	0.13122285	2.00000000	5.00000000	EQUAL	0.0317	49.0	0.9748
FOR H0: VARIANCES ARE EQUAL, F* = 1.16 WITH 37 AND 12 DF PROB > F* = 0.8198										

VARIABLE: QUES47

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
COUNS2	13	4.07692308	0.75955453	0.21062252	3.00000000	5.00000000	UNEQUAL	0.1029	18.5	0.9191
INSTR2	38	4.05263158	0.65542924	0.10632466	2.00000000	5.00000000	EQUAL	0.1108	49.0	0.9122
FOR H0: VARIANCES ARE EQUAL, F* = 1.34 WITH 12 AND 37 DF PROB > F* = 0.4741										

VARIABLE: QUES48

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
COUNS2	13	3.84615385	0.98709623	0.27377124	2.00000000	5.00000000	UNEQUAL	-0.5917	18.0	0.5615
INSTR2	38	4.02631579	0.82156219	0.13327499	2.00000000	5.00000000	EQUAL	-0.6482	49.0	0.5159
FOR H0: VARIANCES ARE EQUAL, F* = 1.44 WITH 12 AND 37 DF PROB > F* = 0.3812										

VARIABLE: QUES49

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
COUNS2	13	4.69230769	0.48038446	0.13323468	4.00000000	5.00000000	UNEQUAL	1.0312	23.9	0.3128
INSTR2	38	4.52631579	0.55686585	0.09033557	3.00000000	5.00000000	EQUAL	0.9562	49.0	0.3427
FOR H0: VARIANCES ARE EQUAL, F* = 1.34 WITH 37 AND 12 DF PROB > F* = 0.5914										

VARIABLE: QUES50

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
COUNS2	13	4.46153846	0.51887452	0.14390990	4.00000000	5.00000000	UNEQUAL	1.6405	28.6	0.1118
INSTR2	38	4.15789474	0.71759040	0.11640854	2.00000000	5.00000000	EQUAL	1.4014	49.0	0.1674
FOR H0: VARIANCES ARE EQUAL, F* = 1.91 WITH 37 AND 12 DF PROB > F* = 0.2279										

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VARIABLE: QUES51											
SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T	
COUNS2	13	3.46153846	1.19828938	0.33234568	2.00000000	5.00000000	UNEQUAL	-1.1320	16.3	0.2740	
INSTR2	38	3.86842105	0.84377058	0.13667766	2.00000000	5.00000000	EQUAL	-1.3429	49.0	0.1855	
FOR HQ: VARIANCES ARE EQUAL, F* = 2.02 WITH 12 AND 37 DF PROB > F* = 0.1019											
VARIABLE: QUES52											
SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T	
COUNS2	13	3.69230769	1.03155347	0.28610146	2.00000000	5.00000000	UNEQUAL	-0.0560	19.5	0.9559	
INSTR2	38	3.71052632	0.95600223	0.15508404	1.00000000	5.00000000	EQUAL	-0.0562	49.0	0.9539	
FOR HQ: VARIANCES ARE EQUAL, F* = 1.16 WITH 12 AND 37 DF PROB > F* = 0.6658											
VARIABLE: QUES53											
SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T	
COUNS2	13	3.23076923	0.92680870	0.25705048	2.00000000	5.00000000	UNEQUAL	1.0785	24.2	0.2914	
INSTR2	38	2.89473664	1.08526927	0.17605392	1.00000000	5.00000000	EQUAL	0.9973	49.0	0.3235	
FOR HQ: VARIANCES ARE EQUAL, F* = 1.37 WITH 37 AND 12 DF PROB > F* = 0.5718											
VARIABLE: QUES54											
SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T	
COUNS2	13	3.15384615	1.06818802	0.29626205	2.00000000	5.00000000	UNEQUAL	-0.1671	20.0	0.8690	
INSTR2	38	3.21052632	1.01762561	0.16508067	1.00000000	5.00000000	EQUAL	-0.1712	49.0	0.8648	
FOR HQ: VARIANCES ARE EQUAL, F* = 1.10 WITH 12 AND 37 DF PROB > F* = 0.7748											
VARIABLE: QUES55											
SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T	
COUNS2	13	3.00000000	0.81649658	0.22645541	2.00000000	4.00000000	UNEQUAL	2.2789	21.7	0.0329	
INSTR2	38	2.39473664	0.85549018	0.13877883	1.00000000	4.00000000	EQUAL	2.2264	49.0	0.0306	
FOR HQ: VARIANCES ARE EQUAL, F* = 1.10 WITH 37 AND 12 DF PRCB > F* = 0.9090											

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VARIABLE: QUES56

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
COUNS2	13	2.23076923	0.83205029	0.23076923	1.00000000	4.00000000	UNEQUAL	0.1776	19.4	0.8608
INSTR2	38	2.18421053	0.76600978	0.12426319	1.00000000	4.00000000	EQUAL	0.1851	49.0	0.8539
FOR HO: VARIANCES ARE EQUAL, F* = 1.18 WITH 12 AND 37 DF PRGB > F* = 0.6649										

VARIABLE: QUES57

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
COUNS2	13	3.15384615	0.80064077	0.22205780	2.00000000	4.00000000	UNEQUAL	1.5582	23.7	0.1324
INSTR2	38	2.73684211	0.92075793	0.14936666	1.00000000	5.00000000	EQUAL	1.4536	49.0	0.1524
FOR HO: VARIANCES ARE EQUAL, F* = 1.32 WITH 37 AND 12 DF PRGB > F* = 0.6217										

VARIABLE: QUES58

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
COUNS2	13	2.69230769	0.85485041	0.23709285	1.00000000	4.00000000	UNEQUAL	-1.1366	19.8	0.2693
INSTR2	38	3.00000000	0.80538727	0.13065107	1.00000000	5.00000000	EQUAL	-1.1710	49.0	0.2473
FOR HO: VARIANCES ARE EQUAL, F* = 1.13 WITH 12 AND 37 DF PRGB > F* = 0.7386										

VARIABLE: QUES59

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
COUNS2	13	2.61538462	0.96076892	0.26646936	1.00000000	4.00000000	UNEQUAL	-0.3063	21.3	0.7624
INSTR2	38	2.71052632	0.98386702	0.15960431	1.00000000	5.00000000	EQUAL	-0.3027	49.0	0.7634
FOR HO: VARIANCES ARE EQUAL, F* = 1.05 WITH 37 AND 12 DF PRGB > F* = 0.9848										

VARIABLE: QUES60

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
COUNS2	13	3.76923077	0.83205029	0.23076923	2.00000000	5.00000000	UNEQUAL	0.1238	19.3	0.9028
INSTR2	38	3.73684211	0.75995059	0.12328026	2.00000000	5.00000000	EQUAL	0.1295	49.0	0.8575
FOR HO: VARIANCES ARE EQUAL, F* = 1.20 WITH 12 AND 37 DF PRGB > F* = 0.6401										

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VARIABLE: QUES61

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
COUNS2	13	2.76923077	1.16575056	0.32332103	1.00000000	4.00000000	UNEQUAL	0.8840	18.9	0.3878
INSTR2	38	2.44736842	1.03185397	0.16738882	1.00000000	5.00000000	EQUAL	0.9395	49.0	0.3521
FOR HO: VARIANCES ARE EQUAL, F* = 1.28 WITH 12 AND 37 DF PROB > F* = 0.5458										

VARIABLE: QUES62

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
COUNS2	13	2.46153846	0.96741792	0.26831346	1.00000000	4.00000000	UNEQUAL	0.1319	19.9	0.8964
INSTR2	38	2.42105263	0.91921173	0.14911583	1.00000000	4.00000000	EQUAL	0.1353	49.0	0.8929
FOR HO: VARIANCES ARE EQUAL, F* = 1.11 WITH 12 AND 37 DF PROB > F* = 0.7662										

VARIABLE: QUES63

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
COUNS2	13	2.15384615	0.98709623	0.27377124	1.00000000	4.00000000	UNEQUAL	0.7772	17.0	0.4477
INSTR2	38	1.92105263	0.74911043	0.12152176	1.00000000	4.00000000	EQUAL	0.8902	49.0	0.3777
FOR HO: VARIANCES ARE EQUAL, F* = 1.74 WITH 12 AND 37 DF PROB > F* = 0.1965										

VARIABLE: QUES64

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
COUNS2	13	3.53846154	1.12660142	0.31246302	2.00000000	5.00000000	UNEQUAL	-0.5083	16.4	0.6180
INSTR2	38	3.71052632	0.80229046	0.13014870	2.00000000	5.00000000	EQUAL	-0.5599	49.0	0.5513
FOR HO: VARIANCES ARE EQUAL, F* = 1.97 WITH 12 AND 37 DF PROB > F* = 0.1133										

VARIABLE: QUES65

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
COUNS2	13	2.30769231	1.03155347	0.28610146	1.00000000	4.00000000	UNEQUAL	0.3930	17.2	0.6591
INSTR2	38	2.18421053	0.80051548	0.12986076	1.00000000	5.00000000	EQUAL	0.4454	49.0	0.6580
FOR HO: VARIANCES ARE EQUAL, F* = 1.66 WITH 12 AND 37 DF PROB > F* = 0.2339										

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VARIABLE: QUES66

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
COUNS2	13	1.92307692	0.75955453	0.21066252	1.00000000	4.00000000	UNEQUAL	-1.9297	29.1	0.0635
INSTR2	38	2.44736842	1.05772240	0.17158523	1.00000000	5.00000000	EQUAL	-1.8432	49.0	0.1067

FOR HO: VARIANCES ARE EQUAL, F* = 1.94 WITH 37 AND 12 DF PROB > F* = 0.2181

VARIABLE: QUES67

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
COUNS2	13	2.46153846	0.77625003	0.21529302	2.00000000	4.00000000	UNEQUAL	0.0565	21.3	0.9555
INSTR2	38	2.44736842	0.79516677	0.12859308	1.00000000	4.00000000	EQUAL	0.0558	49.0	0.9557

FOR HO: VARIANCES ARE EQUAL, F* = 1.05 WITH 37 AND 12 DF PROB > F* = 0.9837

VARIABLE: QUES68

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
COUNS2	13	3.30769231	0.75106762	0.20830868	2.00000000	4.00000000	UNEQUAL	-0.5508	24.5	0.5867
INSTR2	38	3.44736842	0.89132056	0.14459129	1.00000000	5.00000000	EQUAL	-0.5060	49.0	0.6151

FOR HO: VARIANCES ARE EQUAL, F* = 1.41 WITH 37 AND 12 DF PROB > F* = 0.5363

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SURVEY2 - NONTRADITIONAL STUDENTS
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VARIABLE: QUES3

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	125	1.52000000	0.86695611	0.07754291	1.00000000	5.00000000	UNEQUAL	0.2721	118.1	0.7860
M	60	1.48333333	0.85354032	0.11019158	1.00000000	4.00000000	EQUAL	0.2708	183.0	0.7870

FOR HO: VARIANCES ARE EQUAL, F* = 1.03 WITH 124 AND 59 DF PROB > F* = 0.9105

VARIABLE: QUES4

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	124	1.86290323	0.34534482	0.03101288	1.00000000	2.00000000	UNEQUAL	0.4880	83.3	0.6282
M	58	1.82758621	0.50045351	0.06571277	1.00000000	4.00000000	EQUAL	0.5538	180.0	0.5805

FOR HO: VARIANCES ARE EQUAL, F* = 2.10 WITH 57 AND 123 DF PROB > F* = 0.0007

VARIABLE: QUES5

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	125	3.75200000	1.51687284	0.13567323	1.00000000	5.00000000	UNEQUAL	0.5883	122.2	0.5574
M	60	3.61666667	1.43906357	0.18578231	1.00000000	5.00000000	EQUAL	0.5774	183.0	0.5643

FOR HO: VARIANCES ARE EQUAL, F* = 1.11 WITH 124 AND 59 DF PROB > F* = 0.6598

VARIABLE: QUES6

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	119	1.50420168	0.75771679	0.06945978	1.00000000	3.00000000	UNEQUAL	1.2709	126.9	0.2061
M	58	1.36206897	0.66749797	0.08764678	1.00000000	4.00000000	EQUAL	1.2166	175.0	0.2254

FOR HO: VARIANCES ARE EQUAL, F* = 1.29 WITH 118 AND 57 DF PROB > F* = 0.2871

VARIABLE: QUES7

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	122	1.50819672	0.74326724	0.06910297	1.00000000	5.00000000	UNEQUAL	-0.8971	102.5	0.3718
M	59	1.62711864	0.86897294	0.11313064	1.00000000	5.00000000	EQUAL	-0.9385	179.0	0.3492

FOR HO: VARIANCES ARE EQUAL, F* = 1.30 WITH 58 AND 121 DF PROB > F* = 0.2348

SURVEY2 - NONTRADITIONAL STUDENTS
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VARIABLE: QUES8

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
F	124	2.80645161	1.59612039	0.14333584	1.00000000	5.00000000	UNEQUAL	-0.9033	129.9	0.3680
M	60	3.01666667	1.42009389	0.18333333	1.00000000	5.00000000	EQUAL	-0.8673	182.0	0.3869

FOR HO: VARIANCES ARE EQUAL, F* = 1.26 WITH 123 AND 59 DF PROB > F* = 0.3176

VARIABLE: QUES9

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
F	124	2.79032258	1.47760625	0.13269296	1.00000000	5.00000000	UNEQUAL	-0.2045	134.5	0.6383
M	60	2.83333333	1.26446434	0.16324164	1.00000000	5.00000000	EQUAL	-0.1937	182.0	0.8466

FOR HO: VARIANCES ARE EQUAL, F* = 1.37 WITH 123 AND 59 DF PROB > F* = 0.1823

VARIABLE: QUES10

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
F	125	1.12800000	0.47478348	0.04246593	1.00000000	5.00000000	UNEQUAL	0.6183	125.5	0.5375
M	59	1.08474576	0.42702401	0.05559379	1.00000000	4.00000000	EQUAL	0.5952	182.0	0.5525

FOR HO: VARIANCES ARE EQUAL, F* = 1.24 WITH 124 AND 58 DF PROB > F* = 0.3680

VARIABLE: QUES11

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
F	125	1.78400000	0.51718843	0.04625874	1.00000000	5.00000000	UNEQUAL	-1.4888	155.5	0.1386
M	60	1.88333333	0.37242525	0.04807989	1.00000000	3.00000000	EQUAL	-1.3305	183.0	0.1850

FOR HO: VARIANCES ARE EQUAL, F* = 1.93 WITH 124 AND 59 DF PROB > F* = 0.0636

VARIABLE: QUES12

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
F	125	1.16000000	0.36808134	0.03292220	1.00000000	2.00000000	UNEQUAL	-2.9764	90.3	0.0037
M	59	1.37288136	0.48772184	0.06349597	1.00000000	2.00000000	EQUAL	-3.2871	182.0	0.0012

FOR HO: VARIANCES ARE EQUAL, F* = 1.76 WITH 58 AND 124 DF PROB > F* = 0.0095

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SURVEY2 - NONTRADITIONAL STUDENTS
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VARIABLE: QUES13

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	125	1.91200000	0.47546242	0.04252665	1.00000000	5.00000000	UNEQUAL	-0.7433	102.8	0.4583
M	60	1.95000000	0.21978418	0.02837402	1.00000000	2.00000000	EQUAL	-0.5890	103.0	0.5566

FOR HO: VARIANCES ARE EQUAL, F* = 4.68 WITH 124 AND 59 DF PROB > F* = 0.0001

VARIABLE: QUES14

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	124	2.66129032	1.58184361	0.14205375	1.00000000	5.00000000	UNEQUAL	-0.9389	113.5	0.3498
M	60	2.90000000	1.63333910	0.21086317	1.00000000	5.00000000	EQUAL	-0.9495	102.0	0.3436

FOR HO: VARIANCES ARE EQUAL, F* = 1.07 WITH 59 AND 123 DF PROB > F* = 0.7545

VARIABLE: QUES15

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	124	2.79838710	1.50327468	0.13499805	1.00000000	5.00000000	UNEQUAL	-0.6421	117.0	0.5221
M	60	2.95000000	1.50056487	0.19372209	1.00000000	5.00000000	EQUAL	-0.6417	102.0	0.5219

FOR HO: VARIANCES ARE EQUAL, F* = 1.00 WITH 123 AND 59 DF PROB > F* = 1.0000

VARIABLE: QUES16

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	123	2.00000000	1.36105070	0.12272181	1.00000000	5.00000000	UNEQUAL	0.8259	117.8	0.4105
M	58	1.82758621	1.28606473	0.16886857	1.00000000	5.00000000	EQUAL	0.8092	179.0	0.4195

FOR HO: VARIANCES ARE EQUAL, F* = 1.12 WITH 122 AND 57 DF PROB > F* = 0.6403

VARIABLE: QUES17

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	121	1.82644628	1.30816466	0.11892406	1.00000000	5.00000000	UNEQUAL	-0.9441	109.2	0.3472
M	60	2.03333333	1.42575186	0.18406377	1.00000000	5.00000000	EQUAL	-0.9720	179.0	0.3324

FOR HO: VARIANCES ARE EQUAL, F* = 1.19 WITH 59 AND 120 DF PROB > F* = 0.4259

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VARIABLE: QUES18

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	124	2.38709677	1.29859009	0.11661683	1.00000000	5.00000000	UNEQUAL	-0.2240	115.1	0.8232
M	60	2.43333333	1.31956165	0.17035468	1.00000000	5.00000000	EQUAL	-0.2252	182.0	0.8221
FOR HO: VARIANCES ARE EQUAL, F* = 1.03 WITH 59 AND 123 DF PROB > F* = 0.8656										

VARIABLE: QUES19

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	124	2.83870968	1.34579802	0.12085623	1.00000000	5.00000000	UNEQUAL	1.4841	113.0	0.1406
M	60	2.51666667	1.39601936	0.18022532	1.00000000	5.00000000	EQUAL	1.5032	182.0	0.1345
FOR HO: VARIANCES ARE EQUAL, F* = 1.08 WITH 59 AND 123 DF PROB > F* = 0.7233										

VARIABLE: QUES20

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	124	2.02419355	1.36425750	0.12251354	1.00000000	5.00000000	UNEQUAL	0.0368	124.7	0.9707
M	60	2.01666667	1.26881323	0.16380308	1.00000000	5.00000000	EQUAL	0.0359	182.0	0.9714
FOR HO: VARIANCES ARE EQUAL, F* = 1.16 WITH 123 AND 59 DF PROB > F* = 0.5391										

VARIABLE: QUES21

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	124	1.92741935	1.27625842	0.11461139	1.00000000	5.00000000	UNEQUAL	-0.4372	114.2	0.6628
M	60	2.01666667	1.30827441	0.16889750	1.00000000	5.00000000	EQUAL	-0.4410	182.0	0.6557
FOR HO: VARIANCES ARE EQUAL, F* = 1.05 WITH 59 AND 123 DF PROB > F* = 0.6044										

VARIABLE: QUES22

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	124	2.74193548	1.60725473	0.14433574	1.00000000	5.00000000	UNEQUAL	1.6367	143.7	0.1039
M	60	2.38333333	1.27680303	0.16483456	1.00000000	5.00000000	EQUAL	1.5120	182.0	0.1323
FOR HO: VARIANCES ARE EQUAL, F* = 1.58 WITH 123 AND 59 DF PROB > F* = 0.0498										

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VARIABLE: QUES23

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	124	1.74193548	1.28069447	0.11500976	1.00000000	5.00000000	UNEQUAL	-0.8967	108.7	0.3708
M	60	1.93333333	1.38841046	0.17924302	1.00000000	5.00000000	EQUAL	-0.9244	182.0	0.3565

FOR HO: VARIANCES ARE EQUAL, F* = 1.18 WITH 59 AND 123 DF PROB > F* = 0.4520

VARIABLE: QUES24

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	123	4.29268293	1.21285267	0.10935924	1.00000000	5.00000000	UNEQUAL	1.2672	107.3	0.2078
M	60	4.03333333	1.33995531	0.17298749	1.00000000	5.00000000	EQUAL	1.3116	181.0	0.1913

FOR HO: VARIANCES ARE EQUAL, F* = 1.22 WITH 59 AND 122 DF PROB > F* = 0.3564

VARIABLE: QUES25

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	124	1.29838710	0.96254945	0.08643549	1.00000000	5.00000000	UNEQUAL	1.4266	171.2	0.1555
M	60	1.13333333	0.59565280	0.07689845	1.00000000	4.00000000	EQUAL	1.2191	182.0	0.2244

FOR HO: VARIANCES ARE EQUAL, F* = 2.61 WITH 123 AND 59 DF PRCB > F* = 0.0001

VARIABLE: QUES26

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	124	3.17741935	1.76712705	0.15869269	1.00000000	5.00000000	UNEQUAL	-1.0590	115.6	0.2917
M	60	3.46666667	1.72190933	0.22229754	1.00000000	5.00000000	EQUAL	-1.0495	182.0	0.2954

FOR HO: VARIANCES ARE EQUAL, F* = 1.05 WITH 123 AND 59 DF PROB > F* = 0.8384

VARIABLE: QUES27

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	125	1.77600000	0.60726781	0.05431568	1.00000000	5.00000000	UNEQUAL	1.2813	136.6	0.2023
M	60	1.66666667	0.50979114	0.06581375	1.00000000	3.00000000	EQUAL	1.2051	183.0	0.2297

FOR HO: VARIANCES ARE EQUAL, F* = 1.42 WITH 124 AND 59 DF PROB > F* = 0.1339

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VARIABLE: QUES28

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	124	1.57258065	0.55835687	0.05014193	1.00000000	4.00000000	UNEQUAL	0.4139	106.0	0.6798
M	60	1.53333333	0.62345855	0.08048815	1.00000000	4.00000000	EQUAL	0.4301	182.0	0.6676

FOR HO: VARIANCES ARE EQUAL, F* = 1.25 WITH 59 AND 123 DF PRCB > F* = 0.3075

VARIABLE: QUES29

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	124	1.32258065	0.53417191	0.04797005	1.00000000	4.00000000	UNEQUAL	1.9416	150.2	0.0541
M	59	1.18644068	0.39280498	0.05113885	1.00000000	2.00000000	EQUAL	1.7430	181.0	0.0827

FOR HO: VARIANCES ARE EQUAL, F* = 1.85 WITH 123 AND 58 DF PRCB > F* = 0.0099

VARIABLE: QUES30

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	124	1.38709677	0.58029538	0.05211206	1.00000000	5.00000000	UNEQUAL	-0.3437	126.8	0.7316
M	60	1.41666667	0.53016360	0.06844383	1.00000000	3.00000000	EQUAL	-0.3331	182.0	0.7395

FOR HO: VARIANCES ARE EQUAL, F* = 1.20 WITH 123 AND 59 DF PRCB > F* = 0.4415

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VARIABLE: QUES3

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	62	1.91935484	1.04486860	0.13269845	1.00000000	4.00000000	UNEQUAL	1.8502	92.1	0.0675
M	124	1.64516129	0.73466489	0.06597485	1.00000000	4.00000000	EQUAL	2.0736	184.0	0.0395
FOR HO: VARIANCES ARE EQUAL, F* = 2.02 WITH 61 AND 123 DF PROB > F* = 0.0010										

VARIABLE: QUES4

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	64	1.10937500	0.31457643	0.03932205	1.00000000	2.00000000	UNEQUAL	0.6197	112.9	0.5367
M	124	1.08064516	0.27339403	0.02455151	1.00000000	2.00000000	EQUAL	0.6481	186.0	0.5177
FOR HO: VARIANCES ARE EQUAL, F* = 1.32 WITH 63 AND 123 DF PROB > F* = 0.1873										

VARIABLE: QUES5

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	64	3.78125000	1.43060371	0.17882546	1.00000000	5.00000000	UNEQUAL	0.9960	123.5	0.3212
M	124	3.56451613	1.38071465	0.12399184	1.00000000	5.00000000	EQUAL	1.0074	186.0	0.3151
FOR HO: VARIANCES ARE EQUAL, F* = 1.07 WITH 63 AND 123 DF PROB > F* = 0.7278										

VARIABLE: QUES6

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	61	1.31147541	0.74254032	0.09507255	1.00000000	5.00000000	UNEQUAL	-1.2485	132.6	0.2140
M	121	1.46280992	0.82705625	0.07518693	1.00000000	5.00000000	EQUAL	-1.2049	180.0	0.2298
FOR HO: VARIANCES ARE EQUAL, F* = 1.24 WITH 120 AND 60 DF PROB > F* = 0.3552										

VARIABLE: QUES7

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	61	1.44262295	0.74217227	0.09502542	1.00000000	5.00000000	UNEQUAL	-0.9924	118.0	0.3231
M	122	1.55737705	0.72783138	0.06589476	1.00000000	5.00000000	EQUAL	-0.9989	181.0	0.3192
FOR HO: VARIANCES ARE EQUAL, F* = 1.04 WITH 60 AND 121 DF PROB > F* = 0.8416										

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VARIABLE: QUES8

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	63	2.55555556	1.37697398	0.17348242	1.00000000	5.00000000	UNEQUAL	-1.4144	128.6	0.1597
M	122	2.86065574	1.41605653	0.12820373	1.00000000	5.00000000	EQUAL	-1.4017	183.0	0.1627

FOR HO: VARIANCES ARE EQUAL, F* = 1.06 WITH 121 AND 62 DF PROB > F* = 0.8194

VARIABLE: QUES9

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	61	2.47540984	1.14900765	0.14711535	1.00000000	5.00000000	UNEQUAL	-0.9454	123.4	0.3463
M	122	2.64754098	1.18476647	0.10726372	1.00000000	5.00000000	EQUAL	-0.9358	181.0	0.3506

FOR HO: VARIANCES ARE EQUAL, F* = 1.06 WITH 121 AND 60 DF PROB > F* = 0.8043

VARIABLE: QUES10

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	64	1.04687500	0.21304203	0.02663025	1.00000000	2.00000000	UNEQUAL	-1.5268	170.7	0.1287
M	123	1.10569106	0.30869923	0.02783447	1.00000000	2.00000000	EQUAL	-1.3638	185.0	0.1743

FOR HO: VARIANCES ARE EQUAL, F* = 2.10 WITH 122 AND 63 DF PROB > F* = 0.0014

VARIABLE: QUES11

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	64	1.93750000	0.24397502	0.03049688	1.00000000	2.00000000	UNEQUAL	4.0840	184.5	0.0001
M	123	1.73170732	0.44488294	0.04011374	1.00000000	2.00000000	EQUAL	3.4385	185.0	0.0007

FOR HO: VARIANCES ARE EQUAL, F* = 3.33 WITH 122 AND 63 DF PROB > F* = 0.0001

VARIABLE: QUES12

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	64	1.10937500	0.31457643	0.03932205	1.00000000	2.00000000	UNEQUAL	-0.5741	139.0	0.5668
M	123	1.13821138	0.34653326	0.03124585	1.00000000	2.00000000	EQUAL	-0.5568	185.0	0.5783

FOR HO: VARIANCES ARE EQUAL, F* = 1.21 WITH 122 AND 63 DF PROB > F* = 0.3971

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VARIABLE: QUES13

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
F	63	1.87301587	0.33562957	0.04228535	1.00000000	2.00000000	UNEQUAL	-1.7241	112.7	0.0874
M	123	1.95934959	0.29748602	0.02682341	1.00000000	4.00000000	EQUAL	-1.7926	184.0	0.0747
FOR HO: VARIANCES ARE EQUAL, F* = 1.27 WITH 62 AND 122 DF PROB > F* = 0.2592										

VARIABLE: QUES14

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
F	62	2.45161290	1.42204447	0.18059983	1.00000000	5.00000000	UNEQUAL	-2.0912	125.2	0.0385
M	123	2.91869919	1.43756082	0.13142383	1.00000000	5.00000000	EQUAL	-2.0742	183.0	0.0399
FOR HO: VARIANCES ARE EQUAL, F* = 1.05 WITH 122 AND 61 DF PROB > F* = 0.8441										

VARIABLE: QUES15

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
F	63	3.52380952	1.36614767	0.17211843	1.00000000	5.00000000	UNEQUAL	3.0752	126.6	0.0026
M	123	2.86991870	1.38469000	0.12485329	1.00000000	5.00000000	EQUAL	3.0618	184.0	0.0025
FOR HO: VARIANCES ARE EQUAL, F* = 1.03 WITH 122 AND 62 DF PROB > F* = 0.9221										

VARIABLE: QUES16

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
F	63	1.61904762	1.06904497	0.13468701	1.00000000	5.00000000	UNEQUAL	-1.5162	144.4	0.1317
M	116	1.88793103	1.24251884	0.11536498	1.00000000	5.00000000	EQUAL	-1.4503	177.0	0.1488
FOR HO: VARIANCES ARE EQUAL, F* = 1.35 WITH 115 AND 62 DF PROB > F* = 0.1930										

VARIABLE: QUES17

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
F	64	1.84375000	1.21130587	0.15141323	1.00000000	5.00000000	UNEQUAL	0.5084	122.9	0.6121
M	116	1.75000000	1.13348251	0.10524121	1.00000000	5.00000000	EQUAL	0.5183	178.0	0.6049
FOR HO: VARIANCES ARE EQUAL, F* = 1.14 WITH 63 AND 115 DF PROB > F* = 0.5334										

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VARIABLE: QUES18

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	64	1.98437500	1.25346741	0.15668343	1.00000000	5.00000000	UNEQUAL	-2.8977	123.2	0.0045
M	123	2.53658537	1.20308812	0.10847880	1.00000000	5.00000000	EQUAL	-2.9356	185.0	0.0038
FOR HO: VARIANCES ARE EQUAL, F* = 1.09 WITH 63 AND 122 DF PROB > F* = 0.6907										

VARIABLE: QUES19

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	64	2.68750000	1.27085773	0.15885722	1.00000000	5.00000000	UNEQUAL	3.7403	118.2	0.0003
M	123	1.97560976	1.16269483	0.10483666	1.00000000	5.00000000	EQUAL	3.8471	185.0	0.0002
FOR HO: VARIANCES ARE EQUAL, F* = 1.19 WITH 63 AND 122 DF PROB > F* = 0.4013										

VARIABLE: QUES20

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	64	2.23437500	1.37716280	0.17214535	1.00000000	5.00000000	UNEQUAL	1.3948	112.9	0.1658
M	123	1.95121951	1.19324367	0.10759116	1.00000000	5.00000000	EQUAL	1.4593	185.0	0.1462
FOR HO: VARIANCES ARE EQUAL, F* = 1.33 WITH 63 AND 122 DF PROB > F* = 0.1787										

VARIABLE: QUES21

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	64	2.07812500	1.28859081	0.16107385	1.00000000	5.00000000	UNEQUAL	0.7406	118.8	0.4604
M	123	1.93495935	1.18556784	0.10689905	1.00000000	5.00000000	EQUAL	0.7604	185.0	0.4480
FOR HO: VARIANCES ARE EQUAL, F* = 1.18 WITH 63 AND 122 DF PROB > F* = 0.4311										

VARIABLE: QUES22

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	64	3.00000000	1.56347192	0.19543399	1.00000000	5.00000000	UNEQUAL	0.6111	125.7	0.5422
M	123	2.85365854	1.53475008	0.13838375	1.00000000	5.00000000	EQUAL	0.6147	185.0	0.5395
FOR HO: VARIANCES ARE EQUAL, F* = 1.04 WITH 63 AND 122 DF PROB > F* = 0.8475										

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VARIABLE: QUES23

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	64	1.81250000	1.28328695	0.16041087	1.00000000	5.00000000	UNEQUAL	0.0393	121.6	0.9687
M	123	1.80487805	1.21235806	0.10931465	1.00000000	5.00000000	EQUAL	0.0400	185.0	0.9682
FOR HO: VARIANCES ARE EQUAL, F* = 1.12 WITH 63 AND 122 DF PROB > F* = 0.5869										

VARIABLE: QUES24

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	64	4.53125000	0.75527247	0.09440906	3.00000000	5.00000000	UNEQUAL	1.9928	181.6	0.0478
M	123	4.23577236	1.26802809	0.11433406	1.00000000	5.00000000	EQUAL	1.7116	185.0	0.0887
FOR HO: VARIANCES ARE EQUAL, F* = 2.82 WITH 122 AND 63 DF PROB > F* = 0.0001										

VARIABLE: QUES25

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	64	1.06250000	0.50000000	0.06250000	1.00000000	5.00000000	UNEQUAL	-0.9884	156.5	0.3245
M	123	1.14634146	0.63611174	0.05735626	1.00000000	5.00000000	EQUAL	-0.9169	185.0	0.3604
FOR HO: VARIANCES ARE EQUAL, F* = 1.62 WITH 122 AND 63 DF PROB > F* = 0.0356										

VARIABLE: QUES26

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	62	3.29032258	1.72148522	0.21862884	1.00000000	5.00000000	UNEQUAL	0.4494	130.3	0.6539
M	120	3.16666667	1.83033878	0.16708631	1.00000000	5.00000000	EQUAL	0.4407	180.0	0.6600
FOR HO: VARIANCES ARE EQUAL, F* = 1.13 WITH 119 AND 61 DF PROB > F* = 0.6019										

VARIABLE: QUES27

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	62	1.75806452	0.53363842	0.06777215	1.00000000	4.00000000	UNEQUAL	0.5574	150.1	0.5781
M	123	1.70731707	0.67425377	0.06079542	1.00000000	5.00000000	EQUAL	0.5165	183.0	0.6062
FOR HO: VARIANCES ARE EQUAL, F* = 1.60 WITH 122 AND 61 DF PROB > F* = 0.0437										

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SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	62	1.40322581	0.49454988	0.06280790	1.00000000	2.00000000	UNEQUAL	-1.6693	143.6	0.0972
M	122	1.54098361	0.59122427	0.05352693	1.00000000	4.00000000	EQUAL	-1.5753	182.0	0.1169
FOR HO: VARIANCES ARE EQUAL, F* = 1.43 WITH 121 AND 61 DF PROB > F* = 0.1224										

VARIABLE: QUES29

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	63	1.11111111	0.31679398	0.03991229	1.00000000	2.00000000	UNEQUAL	-1.1362	145.9	0.2577
M	123	1.17073171	0.57781332	0.03406628	1.00000000	2.00000000	EQUAL	-1.0737	184.0	0.2844
FOR HO: VARIANCES ARE EQUAL, F* = 1.42 WITH 122 AND 62 DF PROB > F* = 0.1247										

VARIABLE: QUES30

SEX	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
F	63	1.36507937	0.48531956	0.06114452	1.00000000	2.00000000	UNEQUAL	-0.3667	134.0	0.7144
M	122	1.39344262	0.52314019	0.04736289	1.00000000	3.00000000	EQUAL	-0.3580	183.0	0.7207
FOR HO: VARIANCES ARE EQUAL, F* = 1.16 WITH 121 AND 62 DF PROB > F* = 0.5168										

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VARIABLE: QUES1

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PROB > T
TRAACP	70	4.14285714	0.85616703	0.10232436	1.00000000	5.00000000	UNEQUAL	-0.2174	133.2	0.8282
TRAOPA	82	4.17073171	0.69929202	0.07722369	2.00000000	5.00000000	EQUAL	-0.2209	150.0	0.8255
FOR H0: VARIANCES ARE EQUAL, F* = 1.50 WITH 69 AND 81 DF PROB > F* = 0.0801										

VARIABLE: QUES2

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PROB > T
TRAACP	70	4.11428571	0.94090393	0.11245953	1.00000000	5.00000000	UNEQUAL	-0.7763	124.0	0.4391
TRAOPA	82	4.21951220	0.68537437	0.07568694	2.00000000	5.00000000	EQUAL	-0.7954	150.0	0.4276
FOR H0: VARIANCES ARE EQUAL, F* = 1.68 WITH 69 AND 81 DF PROB > F* = 0.0063										

VARIABLE: QUES3

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PROB > T
TRAACP	70	4.11428571	0.90957638	0.10871517	1.00000000	5.00000000	UNEQUAL	0.8217	137.4	0.4127
TRAOPA	82	4.00000000	0.78567420	0.08676320	2.00000000	5.00000000	EQUAL	0.8312	150.0	0.4072
FOR H0: VARIANCES ARE EQUAL, F* = 1.34 WITH 69 AND 81 DF PROB > F* = 0.2045										

VARIABLE: QUES4

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PROB > T
TRAACP	69	2.02898551	1.04277648	0.12553554	1.00000000	5.00000000	UNEQUAL	0.1076	129.9	0.9145
TRAOPA	82	2.01219512	0.83878075	0.09262784	1.00000000	4.00000000	EQUAL	0.1096	149.0	0.9128
FOR H0: VARIANCES ARE EQUAL, F* = 1.55 WITH 68 AND 81 DF PROB > F* = 0.0606										

VARIABLE: QUES5

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PROB > T
TRAACP	70	2.37142857	1.19384203	0.14289142	1.00000000	5.00000000	UNEQUAL	-0.7775	135.8	0.4382
TRAOPA	82	2.51219512	1.00914219	0.11144111	1.00000000	5.00000000	EQUAL	-0.7878	150.0	0.4320
FOR H0: VARIANCES ARE EQUAL, F* = 1.40 WITH 69 AND 81 DF PROB > F* = 0.1455										

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VARIABLE: QUES6											
SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T	
NTRADP	70	1.84285714	0.91105472	0.10889187	1.00000000	5.00000000	UNEQUAL	-1.5221	149.2	0.1301	
TRADPA	82	2.09756098	1.15052061	0.12705375	1.00000000	5.00000000	EQUAL	-1.4947	150.0	0.1371	
FOR H0: VARIANCES ARE EQUAL, F*= 1.59 WITH 81 AND 69 DF PROB > F*= 0.0477											
VARIABLE: QUES7											
SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T	
NTRADP	70	4.15714286	1.04445693	0.12483648	1.00000000	5.00000000	UNEQUAL	-0.9387	112.8	0.3499	
TRADPA	82	4.29268293	0.65711312	0.07256600	2.00000000	5.00000000	EQUAL	-0.9715	150.0	0.3328	
FOR H0: VARIANCES ARE EQUAL, F*= 2.53 WITH 69 AND 81 DF PROB > F*= 0.0001											
VARIABLE: QUES8											
SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T	
NTRADP	69	4.30434783	0.77277858	0.09303161	2.00000000	5.00000000	UNEQUAL	0.4727	145.9	0.6371	
TRADPA	82	4.24390244	0.79444018	0.08773124	2.00000000	5.00000000	EQUAL	0.4716	149.0	0.6379	
FOR H0: VARIANCES ARE EQUAL, F*= 1.06 WITH 81 AND 68 DF PROB > F*= 0.8181											
VARIABLE: QUES9											
SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T	
NTRADP	70	3.70000000	0.68841342	0.08228114	2.00000000	5.00000000	UNEQUAL	-1.6822	150.0	0.0946	
TRADPA	82	3.90243902	0.75519787	0.08781491	1.00000000	5.00000000	EQUAL	-1.6632	150.0	0.0984	
FOR H0: VARIANCES ARE EQUAL, F*= 1.33 WITH 81 AND 69 DF PRCB > F*= 0.2155											
VARIABLE: QUES10											
SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T	
NTRADP	70	3.92857143	1.10756854	0.13237576	1.00000000	5.00000000	UNEQUAL	-0.0552	142.8	0.9561	
TRADPA	81	3.53827160	1.04098126	0.11566458	1.00000000	5.00000000	EQUAL	-0.0554	149.0	0.9559	
FOR H0: VARIANCES ARE EQUAL, F*= 1.13 WITH 69 AND 80 DF PRCB > F*= 0.5903											

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VARIABLE: QUES11

SPECCCD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PROB > T
NTRADP	70	4.18571429	0.74780562	0.08937987	1.00000000	5.00000000	UNEQUAL	-0.1706	149.1	0.8648
TRADPA	82	4.20731707	0.81252244	0.08972809	1.00000000	5.00000000	EQUAL	-0.1695	150.0	0.8657

FOR H0: VARIANCES ARE EQUAL, F* = 1.18 WITH 61 AND 69 DF PROB > F* = 0.4801

VARIABLE: QUES12

SPECCCD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PROB > T
NTRADP	70	1.57142857	0.91003151	0.10876957	1.00000000	5.00000000	UNEQUAL	-0.6155	140.3	0.5392
TRADPA	82	1.65853659	0.81980895	0.09053275	1.00000000	5.00000000	EQUAL	-0.6206	150.0	0.5358

FOR H0: VARIANCES ARE EQUAL, F* = 1.23 WITH 69 AND 81 DF PROB > F* = 0.3647

VARIABLE: QUES13

SPECCCD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PROB > T
NTRADP	70	3.72857143	0.89962035	0.10752520	1.00000000	5.00000000	UNEQUAL	-0.7897	143.5	0.4310
TRADPA	82	3.64146341	0.85301951	0.09420025	2.00000000	5.00000000	EQUAL	-0.7931	150.0	0.4290

FOR H0: VARIANCES ARE EQUAL, F* = 1.11 WITH 69 AND 81 DF PROB > F* = 0.6423

VARIABLE: QUES14

SPECCCD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PROB > T
NTRADP	70	3.80000000	0.87607431	0.10499995	1.00000000	5.00000000	UNEQUAL	-0.2070	145.2	0.8363
TRADPA	82	3.82926629	0.85789950	0.09473473	2.00000000	5.00000000	EQUAL	-0.2074	150.0	0.8360

FOR H0: VARIANCES ARE EQUAL, F* = 1.05 WITH 69 AND 81 DF PROB > F* = 0.8362

VARIABLE: QUES15

SPECCCD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PROB > T
NTRADP	70	3.75714286	1.14759628	0.13716399	1.00000000	5.00000000	UNEQUAL	-1.5410	124.3	0.1259
TRADPA	82	4.01219512	0.83878075	0.09262784	1.00000000	5.00000000	EQUAL	-1.5766	150.0	0.1165

FOR H0: VARIANCES ARE EQUAL, F* = 1.87 WITH 69 AND 81 DF PROB > F* = 0.0069

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VARIABLE: QUES16

SPECCD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > ITI
NTRACP	69	3.49275362	0.88489262	0.10652855	1.00000000	5.00000000	UNEQUAL	-0.2280	139.0	0.8159
TRACPA	82	3.52439024	0.80470238	0.08886451	1.00000000	5.00000000	EQUAL	-0.2299	149.0	0.8185
FOR HO: VARIANCES ARE EQUAL, F* = 1.21 WITH 68 AND 81 DF PROB > F* = 0.4107										

VARIABLE: QUES17

SPECCD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > ITI
NTRACP	70	2.54285714	1.23578784	0.14770251	1.00000000	5.00000000	UNEQUAL	-1.2767	148.0	0.2037
TRACPA	82	2.80487805	1.25041121	0.14250208	1.00000000	5.00000000	EQUAL	-1.2723	150.0	0.2052
FOR HO: VARIANCES ARE EQUAL, F* = 1.09 WITH 81 AND 69 DF PROB > F* = 0.7146										

VARIABLE: QUES18

SPECCD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > ITI
NTRACP	70	2.52057143	1.28222439	0.15325513	1.00000000	5.00000000	UNEQUAL	-0.8389	140.0	0.4044
TRACPA	82	2.69512195	1.15137089	0.12714764	1.00000000	5.00000000	EQUAL	-0.8433	150.0	0.4003
FOR HO: VARIANCES ARE EQUAL, F* = 1.24 WITH 69 AND 81 DF PROB > F* = 0.3501										

VARIABLE: QUES19

SPECCD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > ITI
NTRACP	70	2.35714286	1.11687600	0.13349222	1.00000000	5.00000000	UNEQUAL	-0.7799	147.0	0.4367
TRACPA	82	2.50000000	1.13983602	0.12543210	1.00000000	5.00000000	EQUAL	-0.7788	150.0	0.4373
FOR HO: VARIANCES ARE EQUAL, F* = 1.03 WITH 81 AND 69 DF PROB > F* = 0.8657										

VARIABLE: QUES20

SPECCD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > ITI
NTRACP	70	2.21428571	1.14072005	0.13634212	1.00000000	5.00000000	UNEQUAL	-2.9512	147.0	0.0037
TRACPA	82	2.76829268	1.16850417	0.12903970	1.00000000	5.00000000	EQUAL	-2.9455	150.0	0.0037
FOR HO: VARIANCES ARE EQUAL, F* = 1.05 WITH 81 AND 69 DF PROB > F* = 0.8409										

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VARIABLE: QUES21

SPECCCD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCE > ITI
NTRADP	70	2.12057143	0.99157945	0.11851641	1.00000000	5.00000000	UNEQUAL	-1.4651	149.6	0.1450
TRADPA	82	2.37804870	1.10710660	0.12223947	1.00000000	5.00000000	EQUAL	-1.4524	150.0	0.1485
FOR HO: VARIANCES ARE EQUAL, F* = 1.25 WITH 81 AND 69 DF PROB > F* = 0.3480										

VARIABLE: QUES22

SPECCCD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCE > ITI
NTRADP	70	2.78571429	1.11502073	0.13327047	1.00000000	5.00000000	UNEQUAL	-1.3948	149.6	0.1852
TRADPA	82	3.03050537	1.09369624	0.12077877	1.00000000	5.00000000	EQUAL	-1.3970	150.0	0.1645
FOR HO: VARIANCES ARE EQUAL, F* = 1.04 WITH 69 AND 81 DF PROB > F* = 0.6631										

VARIABLE: QUES23

SPECCCD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCE > ITI
NTRADP	70	2.22857143	1.06555325	0.12735797	1.00000000	5.00000000	UNEQUAL	-0.9578	149.6	0.3398
TRADPA	82	2.39024390	1.00315672	0.11078013	1.00000000	5.00000000	EQUAL	-0.9624	150.0	0.3374
FOR HO: VARIANCES ARE EQUAL, F* = 1.13 WITH 69 AND 81 DF PROB > F* = 0.5987										

VARIABLE: QUES24

SPECCCD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCE > ITI
NTRADP	70	2.10000000	0.83866003	0.10000000	1.00000000	5.00000000	UNEQUAL	-1.1179	149.6	0.2654
TRADPA	82	2.26829268	1.01894136	0.11252325	1.00000000	5.00000000	EQUAL	-1.1008	150.0	0.2728
FOR HO: VARIANCES ARE EQUAL, F* = 1.48 WITH 81 AND 69 DF PROB > F* = 0.0938										

VARIABLE: QUES25

SPECCCD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCE > ITI
NTRADP	70	4.44283714	0.94233312	0.11263035	1.00000000	5.00000000	UNEQUAL	-0.4042	133.6	0.6867
TRADPA	82	4.50000000	0.77379935	0.08545184	1.00000000	5.00000000	EQUAL	-0.4105	150.0	0.6820
FOR HO: VARIANCES ARE EQUAL, F* = 1.48 WITH 69 AND 81 DF PROB > F* = 0.0802										

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VARIABLE: QUES26

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > ITI
NRADP	69	1.86956522	1.06981367	0.12879043	1.00000000	5.00000000	UNEQUAL	-1.6485	148.4	0.1014
TRADPA	82	2.19512145	1.35572681	0.14971520	1.00000000	5.00000000	EQUAL	-1.6156	149.0	0.1083
FOR HO: VARIANCES ARE EQUAL, F* = 1.61 WITH 81 AND 68 DF										
PRCB > F* = 0.0455										

VARIABLE: QUES27

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > ITI
NRADP	69	4.17391304	0.93865551	0.11300064	1.00000000	5.00000000	UNEQUAL	-1.3135	137.9	0.1912
TRADPA	82	4.36585366	0.83904695	0.09265757	1.00000000	5.00000000	EQUAL	-1.3263	149.0	0.1868
FOR HO: VARIANCES ARE EQUAL, F* = 1.25 WITH 68 AND 81 DF										
PRCB > F* = 0.3316										

VARIABLE: QUES28

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > ITI
NRADP	69	1.00115942	0.81335821	0.09791882	1.00000000	4.00000000	UNEQUAL	-2.0002	142.8	0.0474
TRADPA	80	2.00000000	1.12508790	0.12578865	1.00000000	5.00000000	EQUAL	-1.9541	147.0	0.0526
FOR HO: VARIANCES ARE EQUAL, F* = 1.91 WITH 79 AND 68 DF										
PRCB > F* = 0.0067										

VARIABLE: QUES29

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > ITI
NRADP	70	4.00000000	0.76138699	0.09100315	2.00000000	5.00000000	UNEQUAL	-0.2819	149.4	0.7784
TRADPA	82	4.03658537	0.83806246	0.09254652	1.00000000	5.00000000	EQUAL	-0.2797	150.0	0.7801
FOR HO: VARIANCES ARE EQUAL, F* = 1.21 WITH 81 AND 69 DF										
PRCB > F* = 0.4140										

VARIABLE: QUES30

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > ITI
NRADP	70	2.41428571	1.05628357	0.12625003	1.00000000	5.00000000	UNEQUAL	-1.3232	150.0	0.1878
TRADPA	82	2.65853659	1.21938572	0.13465863	1.00000000	5.00000000	EQUAL	-1.3063	150.0	0.1928
FOR HO: VARIANCES ARE EQUAL, F* = 1.33 WITH 81 AND 69 DF										
PRCB > F* = 0.2215										

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VARIABLE: QUES31

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
NTRADP	70	3.55714286	0.89500570	0.10697364	1.00000000	5.00000000	UNEQUAL	-1.2982	133.9	0.1965
TRADPA	82	3.73170732	0.73784438	0.08148128	2.00000000	5.00000000	EQUAL	-1.3180	150.0	0.1895
FOR HO: VARIANCES ARE EQUAL, F* = 1.47 WITH 69 AND 81 DF PRCB > F* = 0.0947										

VARIABLE: QUES32

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
NTRADP	70	3.04285714	0.99906789	0.11941145	1.00000000	5.00000000	UNEQUAL	-1.4713	145.6	0.1434
TRADPA	82	3.28048780	0.98475278	0.10874775	1.00000000	5.00000000	EQUAL	-1.4730	150.0	0.1428
FOR HO: VARIANCES ARE EQUAL, F* = 1.03 WITH 69 AND 81 DF PROB > F* = 0.8962										

VARIABLE: QUES33

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
NTRADP	70	3.44285714	1.01832635	0.12147423	1.00000000	5.00000000	UNEQUAL	-3.0325	118.6	0.0030
TRADPA	82	3.87804878	0.69193313	0.07641123	1.00000000	5.00000000	EQUAL	-3.1222	150.0	0.0022
FOR HO: VARIANCES ARE EQUAL, F* = 2.16 WITH 69 AND 81 DF PRCB > F* = 0.0010										

VARIABLE: QUES34

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
NTRADP	70	4.08571429	0.82957746	0.09915347	1.00000000	5.00000000	UNEQUAL	-2.0664	132.4	0.0407
TRADPA	82	4.34146341	0.67071939	0.07406857	2.00000000	5.00000000	EQUAL	-2.1011	150.0	0.0373
FOR HO: VARIANCES ARE EQUAL, F* = 1.53 WITH 69 AND 81 DF PRCB > F* = 0.0660										

VARIABLE: QUES35

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
NTRADP	70	3.51428571	0.98896604	0.11820405	1.00000000	5.00000000	UNEQUAL	-0.7825	139.7	0.4352
TRADPA	82	3.63414634	0.88208780	0.09741030	1.00000000	5.00000000	EQUAL	-0.7896	150.0	0.4310
FOR HO: VARIANCES ARE EQUAL, F* = 1.26 WITH 69 AND 81 DF PRCB > F* = 0.3210										

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VARIABLE: QUES36

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
NTRADP	70	3.90000000	0.85380648	0.10204939	1.00000000	5.00000000	UNEQUAL	-1.7089	144.8	0.0896
TRADPA	82	4.13414634	0.82794100	0.09143079	1.00000000	5.00000000	EQUAL	-1.7131	150.0	0.0888
FOR HO: VARIANCES ARE EQUAL, F* = 1.06 WITH 69 AND 81 DF PROB > F* = 0.7863										

VARIABLE: QUES37

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
NTRADP	70	4.05714286	0.75920848	0.09074277	2.00000000	5.00000000	UNEQUAL	-0.1255	148.8	0.9003
TRADPA	82	4.07317073	0.81317072	0.08979968	1.00000000	5.00000000	EQUAL	-0.1249	150.0	0.9008
FOR HO: VARIANCES ARE EQUAL, F* = 1.15 WITH 81 AND 69 DF PROB > F* = 0.5596										

VARIABLE: QUES38

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
NTRADP	70	3.85714286	0.90546992	0.10822438	1.00000000	5.00000000	UNEQUAL	-1.4402	128.8	0.1522
TRADPA	82	4.04878049	0.70101230	0.07741388	1.00000000	5.00000000	EQUAL	-1.4692	150.0	0.1439
FOR HO: VARIANCES ARE EQUAL, F* = 1.67 WITH 69 AND 81 DF PROB > F* = 0.0271										

VARIABLE: QUES39

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
NTRADP	70	3.10000000	0.91919940	0.10986534	1.00000000	5.00000000	UNEQUAL	-1.0394	148.7	0.3003
TRADPA	82	3.25609756	0.92710855	0.10238201	1.00000000	5.00000000	EQUAL	-1.0387	150.0	0.3006
FOR HO: VARIANCES ARE EQUAL, F* = 1.02 WITH 81 AND 69 DF PROB > F* = 0.9461										

VARIABLE: QUES40

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
NTRADP	70	3.71428571	1.02353263	0.12233555	1.00000000	5.00000000	UNEQUAL	-2.1223	131.1	0.0357
TRADPA	81	4.03703704	0.81308739	0.09034304	1.00000000	5.00000000	EQUAL	-2.1578	149.0	0.0325
FOR HO: VARIANCES ARE EQUAL, F* = 1.58 WITH 69 AND 80 DF PROB > F* = 0.0474										

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VARIABLE: QUES41

SPECCCD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > ITI
NTRADP	70	3.68571429	0.82607806	0.09873497	2.00000000	5.00000000	UNEQUAL	-2.0217	143.6	0.0451
TRADPA	82	3.95121951	0.78413968	0.08659374	1.00000000	5.00000000	EQUAL	-2.0301	150.0	0.0441
FOR HO: VARIANCES ARE EQUAL, F* = 1.11 WITH 69 AND 81 DF PRCB > F* = 0.6450										

VARIABLE: QUES42

SPECCCD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > ITI
NTRADP	70	3.58571429	0.77071127	0.09211762	1.00000000	5.00000000	UNEQUAL	-0.3809	147.5	0.7038
TRADPA	82	3.03414634	0.79368170	0.08764749	2.00000000	5.00000000	EQUAL	-0.3600	150.0	0.7045
FOR HO: VARIANCES ARE EQUAL, F* = 1.06 WITH 81 AND 69 DF PRCB > F* = 0.8054										

VARIABLE: QUES43

SPECCCD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > ITI
NTRADP	69	3.49275382	0.83354643	0.10034720	1.00000000	5.00000000	UNEQUAL	-1.8198	145.9	0.0708
TRADPA	82	3.74350244	0.85794724	0.09474442	2.00000000	5.00000000	EQUAL	-1.8153	149.0	0.0715
FOR HO: VARIANCES ARE EQUAL, F* = 1.06 WITH 81 AND 66 DF PRCB > F* = 0.8101										

VARIABLE: QUES44

SPECCCD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > ITI
NTRADP	69	3.49275382	0.99444321	0.11971689	1.00000000	5.00000000	UNEQUAL	-1.2628	143.0	0.2087
TRADPA	82	3.09512195	0.96467258	0.10653027	1.00000000	5.00000000	EQUAL	-1.2661	149.0	0.2074
FOR HO: VARIANCES ARE EQUAL, F* = 1.06 WITH 68 AND 81 DF PRCB > F* = 0.7691										

VARIABLE: QUES45

SPECCCD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > ITI
NTRADP	70	3.84285714	0.95758928	0.11445381	1.00000000	5.00000000	UNEQUAL	-1.6984	132.3	0.0918
TRADPA	82	4.08536585	0.77302068	0.08536585	2.00000000	5.00000000	EQUAL	-1.7272	150.0	0.0862
FOR HO: VARIANCES ARE EQUAL, F* = 1.53 WITH 69 AND 81 DF PRCB > F* = 0.0641										

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VARIABLE: QUES46

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PROB > T
NTRADP	69	3.40579710	1.06161421	0.12780333	1.00000000	5.00000000	UNEQUAL	-1.2601	133.9	0.2098
TRADPA	82	3.60975610	0.85932893	0.09931427	2.00000000	5.00000000	EQUAL	-1.2782	149.0	0.2032
FOR HO: VARIANCES ARE EQUAL, F*= 1.39 WITH 68 AND 81 DF PROB > F*= 0.1521										

VARIABLE: QUES47

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PROB > T
NTRADP	70	3.40000000	0.95854967	0.11934951	1.00000000	5.00000000	UNEQUAL	-1.0098	144.1	0.3143
TRADPA	82	3.56097561	0.95707323	0.10569106	1.00000000	5.00000000	EQUAL	-1.0132	150.0	0.3126
FOR HO: VARIANCES ARE EQUAL, F*= 1.09 WITH 69 AND 81 DF PROB > F*= 0.7101										

VARIABLE: QUES48

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PROB > T
NTRADP	70	3.34285714	1.03399785	0.12338636	1.00000000	5.00000000	UNEQUAL	0.7284	147.1	0.4687
TRADPA	82	3.21951220	1.05437818	0.11643659	1.00000000	5.00000000	EQUAL	0.7253	150.0	0.4694
FOR HO: VARIANCES ARE EQUAL, F*= 1.04 WITH 81 AND 69 DF PROB > F*= 0.6715										

VARIABLE: QUES49

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PROB > T
NTRADP	70	4.04285714	0.69021556	0.08249654	1.00000000	5.00000000	UNEQUAL	-1.7240	149.0	0.0888
TRADPA	82	4.24390244	0.74636528	0.08242226	2.00000000	5.00000000	EQUAL	-1.7133	150.0	0.0887
FOR HO: VARIANCES ARE EQUAL, F*= 1.17 WITH 81 AND 69 DF PROB > F*= 0.5059										

VARIABLE: QUES50

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PROB > T
NTRADP	70	3.85714286	0.82155234	0.09819429	1.00000000	5.00000000	UNEQUAL	-1.3813	149.0	0.1693
TRADPA	82	4.04878049	0.88753284	0.09801161	1.00000000	5.00000000	EQUAL	-1.3728	150.0	0.1718
FOR HO: VARIANCES ARE EQUAL, F*= 1.17 WITH 81 AND 69 DF PROB > F*= 0.5112										

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VARIABLE: QUES51

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCE > T
NTRADP	70	3.98571429	0.87630412	0.10473837	1.00000000	5.00000000	UNEQUAL	-0.6102	146.8	0.5427
TRADPA	82	4.07317073	0.88583486	0.09782410	1.00000000	5.00000000	EQUAL	-0.6097	150.0	0.5430
FOR H0: VARIANCES ARE EQUAL, F* = 1.02 WITH 81 AND 69 DF PRCE > F* = 0.9308										

VARIABLE: QUES52

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCE > T
NTRADP	70	3.92657143	0.92189830	0.11018792	1.00000000	5.00000000	UNEQUAL	-0.6886	139.8	0.4922
TRADPA	82	4.02439024	0.76440910	0.08496702	1.00000000	5.00000000	EQUAL	-0.6985	150.0	0.4859
FOR H0: VARIANCES ARE EQUAL, F* = 1.44 WITH 69 AND 81 DF PRCE > F* = 0.1175										

VARIABLE: QUES53

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCE > T
NTRADP	70	3.68571429	0.84343771	0.10081009	2.00000000	5.00000000	UNEQUAL	0.0195	149.1	0.9844
TRADPA	82	3.68292683	0.91460102	0.10100079	1.00000000	5.00000000	EQUAL	0.0194	150.0	0.9845
FOR H0: VARIANCES ARE EQUAL, F* = 1.18 WITH 81 AND 69 DF PRCE > F* = 0.4908										

VARIABLE: QUES54

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCE > T
NTRADP	70	3.90000000	0.83666003	0.10000000	1.00000000	5.00000000	UNEQUAL	-0.0182	144.7	0.9855
TRADPA	82	3.90243902	0.81057450	0.08951298	1.00000000	5.00000000	EQUAL	-0.0182	150.0	0.9855
FOR H0: VARIANCES ARE EQUAL, F* = 1.07 WITH 69 AND 81 DF PRCE > F* = 0.7862										

VARIABLE: QUES55

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCE > T
NTRADP	70	2.10000000	0.96023954	0.11716103	1.00000000	5.00000000	UNEQUAL	0.0154	145.5	0.9877
TRADPA	82	2.09756098	0.96365754	0.10641616	1.00000000	5.00000000	EQUAL	0.0154	150.0	0.9877
FOR H0: VARIANCES ARE EQUAL, F* = 1.03 WITH 69 AND 81 DF PRCE > F* = 0.8783										

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VARIABLE: QUES56

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
NTRADP	70	1.81428571	0.76894117	0.09166700	1.00000000	4.00000000	UNEQUAL	-0.4772	149.9	0.6339
TRADPA	82	1.87804878	0.88037932	0.09722163	1.00000000	5.00000000	EQUAL	-0.4720	150.0	0.6376
FOR HO: VARIANCES ARE EQUAL, F*= 1.32 WITH 81 AND 89 DF PROCB > F*= 0.2401										

VARIABLE: QUES57

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
NTRADP	70	2.14285714	0.93693478	0.11198513	1.00000000	5.00000000	UNEQUAL	-0.6939	149.9	0.4688
TRADPA	82	2.25609756	1.07509374	0.11672424	1.00000000	5.00000000	EQUAL	-0.6864	150.0	0.4935
FOR HO: VARIANCES ARE EQUAL, F*= 1.32 WITH 81 AND 89 DF PROCB > F*= 0.2415										

VARIABLE: QUES58

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
NTRADP	70	3.17192857	1.02110240	0.12204508	1.00000000	5.00000000	UNEQUAL	-1.3278	149.9	0.1864
TRADPA	82	3.39024390	1.00315672	0.11078013	1.00000000	5.00000000	EQUAL	-1.3294	150.0	0.1857
FOR HO: VARIANCES ARE EQUAL, F*= 1.04 WITH 89 AND 81 DF PROCB > F*= 0.8738										

VARIABLE: QUES59

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
NTRADP	70	2.04285714	0.76824175	0.09421291	1.00000000	4.00000000	UNEQUAL	-0.5659	150.0	0.5723
TRADPA	82	2.12195122	0.93479045	0.10323034	1.00000000	5.00000000	EQUAL	-0.5584	150.0	0.5774
FOR HO: VARIANCES ARE EQUAL, F*= 1.41 WITH 81 AND 89 DF PROCB > F*= 0.1468										

VARIABLE: QUES60

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
NTRADP	70	4.01428571	0.82519839	0.09863007	2.00000000	5.00000000	UNEQUAL	-2.2767	149.9	0.0243
TRADPA	81	4.30864198	0.75236253	0.08355584	1.00000000	5.00000000	EQUAL	-2.2921	149.0	0.0233
FOR HO: VARIANCES ARE EQUAL, F*= 1.20 WITH 69 AND 80 DF PROCB > F*= 0.4238										

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VARIABLE: QUES61

SPECCOC	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
NTRADP	70	2.11428571	1.11046220	0.13272562	1.00000000	5.00000000	UNEQUAL	-3.7502	149.0	0.0003
TRADPA	82	2.01707317	1.19802257	0.13229957	1.00000000	5.00000000	EQUAL	-3.7277	150.0	0.0003
FOR HO: VARIANCES ARE EQUAL, F* = 1.10 WITH 81 AND 69 DF PRCB > F* = 0.5187										

VARIABLE: QUES62

SPECCOC	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
NTRADP	70	2.17142857	1.00880912	0.12033671	1.00000000	5.00000000	UNEQUAL	-2.0619	149.3	0.0410
TRADPA	82	2.52439024	1.10247320	0.12174760	1.00000000	5.00000000	EQUAL	-2.0471	150.0	0.0424
FOR HO: VARIANCES ARE EQUAL, F* = 1.20 WITH 81 AND 69 DF PRCB > F* = 0.4358										

VARIABLE: QUES63

SPECCOC	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
NTRADP	70	2.00000000	0.83405766	0.09988896	1.00000000	5.00000000	UNEQUAL	0.3573	146.8	0.7219
TRADPA	82	1.95121951	0.84477244	0.09320951	1.00000000	4.00000000	EQUAL	0.3569	150.0	0.7217
FOR HO: VARIANCES ARE EQUAL, F* = 1.03 WITH 81 AND 69 DF PRCB > F* = 0.9174										

VARIABLE: QUES64

SPECCOC	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
NTRADP	70	3.84285714	0.86201171	0.10303011	1.00000000	5.00000000	UNEQUAL	-0.3609	136.7	0.7187
TRADPA	82	3.89024390	0.73712986	0.08140238	2.00000000	5.00000000	EQUAL	-0.3654	150.0	0.7154
FOR HO: VARIANCES ARE EQUAL, F* = 1.37 WITH 69 AND 81 DF PRCB > F* = 0.1752										

VARIABLE: QUES65

SPECCOC	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
NTRADP	70	2.04285714	0.90786781	0.10851093	1.00000000	5.00000000	UNEQUAL	-1.8249	147.7	0.0700
TRADPA	82	2.31707317	0.94121079	0.10353934	1.00000000	5.00000000	EQUAL	-1.8197	150.0	0.0708
FOR HO: VARIANCES ARE EQUAL, F* = 1.07 WITH 81 AND 69 DF PRCB > F* = 0.7612										

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VARIABLE: QUES66

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
NTRADP	70	1.97142857	0.85076596	0.10168646	1.00000000	5.00000000	UNEQUAL	-1.6806	149.9	0.0549
TRADPA	82	2.21951220	0.96495502	0.10700318	1.00000000	5.00000000	EQUAL	-1.6634	150.0	0.0983
FOR HO: VARIANCES ARE EQUAL, F* = 1.30 WITH 61 AND 69 DF PRCB > F* = 0.2660										

VARIABLE: QUES67

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
NTRADP	70	2.35714286	0.81713020	0.09766575	1.00000000	4.00000000	UNEQUAL	-0.0647	147.4	0.9485
TRADPA	82	2.36585366	0.83904995	0.09265757	1.00000000	5.00000000	EQUAL	-0.0646	150.0	0.9486
FOR HO: VARIANCES ARE EQUAL, F* = 1.05 WITH 61 AND 69 DF PRCB > F* = 0.8247										

VARIABLE: QUES68

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
NTRADP	70	3.38571429	0.97047511	0.11599396	1.00000000	5.00000000	UNEQUAL	1.4416	147.9	0.1513
TRADPA	82	3.35365854	1.01070750	0.11161397	1.00000000	5.00000000	EQUAL	1.4369	150.0	0.1528
FOR HO: VARIANCES ARE EQUAL, F* = 1.08 WITH 61 AND 69 DF PRCB > F* = 0.7316										

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TRADITIONAL STUDENTS VS. NONTRADITIONAL STUDENTS
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VARIABLE: QUES3

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
NTROST	185	1.50810811	0.86047837	0.06326363	1.00000000	5.00000000	UNEQUAL	-2.5610	369.0	0.0108
TRADST	186	1.73655914	0.85768828	0.06288876	1.00000000	4.00000000	EQUAL	-2.5610	369.0	0.0108

FOR HO: VARIANCES ARE EQUAL, F* = 1.01 WITH 184 AND 185 DF PROB > F* = 0.9647

VARIABLE: QUES4

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
NTROST	182	1.85164835	0.40023823	0.02966763	1.00000000	4.00000000	UNEQUAL	20.9520	327.9	0.0001
TRADST	188	1.09042553	0.28755623	0.02097219	1.00000000	2.00000000	EQUAL	21.0610	368.0	0.0001

FOR HO: VARIANCES ARE EQUAL, F* = 1.94 WITH 181 AND 187 DF PROB > F* = 0.0001

VARIABLE: QUES5

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
NTROST	185	3.70810811	1.48952472	0.10951204	1.00000000	5.00000000	UNEQUAL	0.4666	368.7	0.6411
TRADST	188	3.63829787	1.39786747	0.10194996	1.00000000	5.00000000	EQUAL	0.4668	371.0	0.6409

FOR HO: VARIANCES ARE EQUAL, F* = 1.14 WITH 184 AND 187 DF PROB > F* = 0.3875

VARIABLE: QUES6

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
NTROST	177	1.45762712	0.73055164	0.05491162	1.00000000	4.00000000	UNEQUAL	0.5631	355.6	0.5737
TRADST	182	1.41208791	0.80087454	0.05938477	1.00000000	5.00000000	EQUAL	0.5624	357.0	0.5742

FOR HO: VARIANCES ARE EQUAL, F* = 1.20 WITH 181 AND 176 DF PROB > F* = 0.2209

VARIABLE: QUES7

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
NTROST	181	1.54696133	0.79878668	0.05937335	1.00000000	5.00000000	UNEQUAL	0.3464	358.6	0.7293
TRADST	183	1.51912568	0.73261184	0.05415623	1.00000000	5.00000000	EQUAL	0.3465	362.0	0.7291

FOR HO: VARIANCES ARE EQUAL, F* = 1.19 WITH 180 AND 182 DF PROB > F* = 0.2454

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VARIABLE: QUES8

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
NTRDST	184	2.87500000	1.54021679	0.11354629	1.00000000	5.00000000	UNEQUAL	0.7699	363.7	0.4419
TRADST	185	2.75675676	1.40661105	0.10341610	1.00000000	5.00000000	EQUAL	0.7701	367.0	0.4417
FOR HO: VARIANCES ARE EQUAL, F*= 1.20 WITH 183 AND 184 DF PROB > F*= 0.2198										

VARIABLE: QUES9

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
NTRDST	184	2.80434783	1.40832133	0.10382283	1.00000000	5.00000000	UNEQUAL	1.5836	354.1	0.1142
TRADST	183	2.59016393	1.17263275	0.08668351	1.00000000	5.00000000	EQUAL	1.5828	365.0	0.1143
FOR HO: VARIANCES ARE EQUAL, F*= 1.44 WITH 183 AND 182 DF PROB > F*= 0.0138										

VARIABLE: QUES10

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
NTRDST	184	1.11413043	0.45928943	0.03385927	1.00000000	5.00000000	UNEQUAL	0.7217	361.9	0.4710
TRADST	187	1.08556150	0.28046636	0.02050973	1.00000000	2.00000000	EQUAL	0.7244	369.0	0.4693
FOR HO: VARIANCES ARE EQUAL, F*= 2.68 WITH 183 AND 186 DF PROB > F*= 0.0001										

VARIABLE: QUES11

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
NTRDST	187	1.81621622	0.47635021	0.03502196	1.00000000	5.00000000	UNEQUAL	0.3087	357.8	0.7577
TRADST	187	1.80213904	0.39945625	0.02921113	1.00000000	2.00000000	EQUAL	0.3090	370.0	0.7575
FOR HO: VARIANCES ARE EQUAL, F*= 1.42 WITH 184 AND 186 DF PROB > F*= 0.0170										

VARIABLE: QUES12

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
NTRDST	184	1.22826087	0.42085681	0.03102598	1.00000000	2.00000000	UNEQUAL	2.5265	349.1	0.0120
TRADST	187	1.12834225	0.33536841	0.02452457	1.00000000	2.00000000	EQUAL	2.5311	369.0	0.0118
FOR HO: VARIANCES ARE EQUAL, F*= 1.57 WITH 183 AND 186 DF PROB > F*= 0.0022										

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VARIABLE: QUES13

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PROB > T
NTRDST	185	1.92432432	0.41006720	0.03014874	1.00000000	5.00000000	UNEQUAL	-0.1527	344.0	0.8787
TRADST	186	1.93010753	0.31271607	0.02292945	1.00000000	4.00000000	EQUAL	-0.1528	369.0	0.8786
FOR HO: VARIANCES ARE EQUAL, F*= 1.72 WITH 184 AND 185 DF PROB > F* = 0.0003										

VARIABLE: QUES14

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PROB > T
NTRDST	184	2.73913043	1.59828846	0.11782739	1.00000000	5.00000000	UNEQUAL	-0.1446	363.6	0.8851
TRADST	185	2.76216216	1.45873519	0.10724834	1.00000000	5.00000000	EQUAL	-0.1446	367.0	0.8851
FOR HO: VARIANCES ARE EQUAL, F*= 1.20 WITH 183 AND 184 DF PROB > F* = 0.2167										

VARIABLE: QUES15

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PROB > T
NTRDST	184	2.84782609	1.49998020	0.11058001	1.00000000	5.00000000	UNEQUAL	-1.6093	366.0	0.1084
TRADST	186	3.09139785	1.40932462	0.10333669	1.00000000	5.00000000	EQUAL	-1.6099	368.0	0.1083
FOR HO: VARIANCES ARE EQUAL, F*= 1.13 WITH 183 AND 185 DF PROB > F* = 0.3963										

VARIABLE: QUES16

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PROB > T
NTRDST	181	1.94475138	1.33634558	0.09932979	1.00000000	5.00000000	UNEQUAL	1.1366	354.0	0.2565
TRADST	179	1.79329609	1.18831378	0.08881674	1.00000000	5.00000000	EQUAL	1.1359	358.0	0.2568
FOR HO: VARIANCES ARE EQUAL, F*= 1.26 WITH 180 AND 178 DF PROB > F* = 0.1173										

VARIABLE: QUES17

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PROB > T
NTRDST	181	1.89502762	1.34784916	0.10018484	1.00000000	5.00000000	UNEQUAL	0.8443	351.7	0.3991
TRADST	180	1.78333333	1.15924749	0.08640521	1.00000000	5.00000000	EQUAL	0.8439	359.0	0.3993
FOR HO: VARIANCES ARE EQUAL, F*= 1.35 WITH 180 AND 179 DF PROB > F* = 0.0442										

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VARIABLE: QUES18

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PROB > T
NTRDST	184	2.40217391	1.30203525	0.09598731	1.00000000	5.00000000	UNEQUAL	0.4125	367.6	0.6802
TRADST	187	2.34759358	1.24521971	0.09105948	1.00000000	5.00000000	EQUAL	0.4127	369.0	0.6801
FOR HO: VARIANCES ARE EQUAL, F* = 1.09 WITH 183 AND 186 DF PROB > F* = 0.5448										

VARIABLE: QUES19

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PROB > T
NTRDST	184	2.73369565	1.36696202	0.10077378	1.00000000	5.00000000	UNEQUAL	3.7888	364.6	0.0002
TRADST	187	2.21925134	1.24436514	0.09099699	1.00000000	5.00000000	EQUAL	3.7917	369.0	0.0002
FOR HO: VARIANCES ARE EQUAL, F* = 1.21 WITH 183 AND 186 DF PROB > F* = 0.2025										

VARIABLE: QUES20

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PROB > T
NTRDST	184	2.02173913	1.33041972	0.09807984	1.00000000	5.00000000	UNEQUAL	-0.1959	367.3	0.8448
TRADST	187	2.04812834	1.26271351	0.09233876	1.00000000	5.00000000	EQUAL	-0.1960	369.0	0.8447
FOR HO: VARIANCES ARE EQUAL, F* = 1.11 WITH 183 AND 186 DF PROB > F* = 0.4784										

VARIABLE: QUES21

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PROB > T
NTRDST	184	1.95632174	1.28388961	0.09464960	1.00000000	5.00000000	UNEQUAL	-0.2109	367.4	0.8331
TRADST	187	1.98395722	1.22024119	0.08923287	1.00000000	5.00000000	EQUAL	-0.2110	369.0	0.8330
FOR HO: VARIANCES ARE EQUAL, F* = 1.11 WITH 183 AND 186 DF PROB > F* = 0.4901										

VARIABLE: QUES22

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PROB > T
NTRDST	184	2.62500000	1.51337390	0.11156740	1.00000000	5.00000000	UNEQUAL	-1.7572	369.0	0.0797
TRADST	187	2.90374332	1.54200571	0.11276263	1.00000000	5.00000000	EQUAL	-1.7570	369.0	0.0798
FOR HO: VARIANCES ARE EQUAL, F* = 1.04 WITH 186 AND 183 DF PROB > F* = 0.7996										

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VARIABLE: QUES23

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PROB > T
NTRDST	184	1.80434783	1.31605579	0.05702092	1.00000000	5.00000000	UNEQUAL	-0.0237	366.6	0.9811
TRADST	187	1.80748663	1.23364465	0.09021303	1.00000000	5.00000000	EQUAL	-0.0237	369.0	0.9811
FOR HO: VARIANCES ARE EQUAL, F* = 1.14 WITH 183 AND 186 DF PROB > F* = 0.3802										

VARIABLE: QUES24

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PROB > T
NTRDST	183	4.20765027	1.25818046	0.09300738	1.00000000	5.00000000	UNEQUAL	-1.0405	361.7	0.2988
TRADST	187	4.33689840	1.12588174	0.08233263	1.00000000	5.00000000	EQUAL	-1.0410	368.0	0.2982
FOR HO: VARIANCES ARE EQUAL, F* = 1.25 WITH 182 AND 186 DF PROB > F* = 0.1324										

VARIABLE: QUES25

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PROB > T
NTRDST	184	1.24456522	0.86205551	0.06355158	1.00000000	5.00000000	UNEQUAL	1.6446	324.0	0.1000
TRADST	187	1.11764706	0.59302290	0.04336613	1.00000000	5.00000000	EQUAL	1.6544	369.0	0.0989
FOR HO: VARIANCES ARE EQUAL, F* = 2.11 WITH 183 AND 186 DF PROB > F* = 0.0001										

VARIABLE: QUES26

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PROB > T
NTRDST	184	3.27173913	1.75308166	0.12923889	1.00000000	5.00000000	UNEQUAL	0.3344	363.6	0.7342
TRADST	182	3.20879121	1.79019110	0.13269779	1.00000000	5.00000000	EQUAL	0.3344	364.0	0.7342
FOR HO: VARIANCES ARE EQUAL, F* = 1.04 WITH 181 AND 183 DF PROB > F* = 0.7775										

VARIABLE: QUES27

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PROB > T
NTRDST	185	1.74054054	0.57835010	0.04252114	1.00000000	5.00000000	UNEQUAL	0.2580	365.4	0.7966
TRADST	185	1.72432432	0.62961574	0.04629027	1.00000000	5.00000000	EQUAL	0.2580	368.0	0.7966
FOR HO: VARIANCES ARE EQUAL, F* = 1.19 WITH 184 AND 184 DF PROB > F* = 0.2502										

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VARIABLE: QUES28

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
NTDST	184	1.55978261	0.57896833	0.04268211	1.00000000	4.00000000	UNEQUAL	1.0955	365.7	0.2740
TRDST	184	1.49456522	0.56294777	0.04150106	1.00000000	4.00000000	EQUAL	1.0955	366.0	0.2740
FOR HO: VARIANCES ARE EQUAL, F* = 1.06 WITH 183 AND 183 DF PROB > F* = 0.7046										

VARIABLE: QUES29

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
NTDST	183	1.27868852	0.49606631	0.03667028	1.00000000	4.00000000	UNEQUAL	2.8401	331.1	0.0048
TRDST	186	1.15053763	0.35856279	0.02629110	1.00000000	2.00000000	EQUAL	2.8474	367.0	0.0047
FOR HO: VARIANCES ARE EQUAL, F* = 1.91 WITH 182 AND 185 DF PROB > F* = 0.0001										

VARIABLE: QUES30

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
NTDST	184	1.39673913	0.56315875	0.04151661	1.00000000	5.00000000	UNEQUAL	0.2317	363.0	0.8169
TRDST	185	1.38378378	0.50942930	0.03745399	1.00000000	3.00000000	EQUAL	0.2318	367.0	0.8169
FOR HO: VARIANCES ARE EQUAL, F* = 1.22 WITH 183 AND 184 DF PROB > F* = 0.1752										

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VARIABLE: QUES1

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
ADMIN2	19	4.31578947	0.94590530	0.21700556	2.00000000	5.00000000	UNEQUAL	-0.5597	28.9	0.5800
COUNS2	13	4.46153846	0.51887452	0.14390990	4.00000000	5.00000000	EQUAL	-0.5044	30.0	0.6177
FOR HQ: VARIANCES ARE EQUAL, F* = 3.32 WITH 18 AND 12 DF PRCB > F* = 0.0386										

VARIABLE: QUES2

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
ADMIN2	19	4.31578947	0.74926865	0.17189402	2.00000000	5.00000000	UNEQUAL	0.3556	29.2	0.7247
COUNS2	13	4.23076923	0.59914469	0.16617284	3.00000000	5.00000000	EQUAL	0.3408	30.0	0.7356
FOR HQ: VARIANCES ARE EQUAL, F* = 1.56 WITH 18 AND 12 DF PROB > F* = 0.4333										

VARIABLE: QUES3

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
ADMIN2	19	4.52631579	0.61177529	0.14035088	3.00000000	5.00000000	UNEQUAL	1.7753	22.1	0.0896
COUNS2	13	4.07692308	0.75955453	0.21066252	3.00000000	5.00000000	EQUAL	1.8503	30.0	0.0741
FOR HQ: VARIANCES ARE EQUAL, F* = 1.54 WITH 12 AND 18 DF PROB > F* = 0.3946										

VARIABLE: QUES4

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
ADMIN2	19	1.89473684	1.19697474	0.27460484	1.00000000	5.00000000	UNEQUAL	0.6632	25.4	0.5132
COUNS2	13	1.69230769	0.48038446	0.13323468	1.00000000	2.00000000	EQUAL	0.5764	30.0	0.5666
FOR HQ: VARIANCES ARE EQUAL, F* = 6.21 WITH 18 AND 12 DF PROB > F* = 0.0025										

VARIABLE: QUES5

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
ADMIN2	19	2.21052632	1.43677677	0.32961920	1.00000000	5.00000000	UNEQUAL	-0.0467	29.9	0.9630
COUNS2	13	2.23076923	1.01273937	0.28088336	1.00000000	5.00000000	EQUAL	-0.0438	30.0	0.9654
FOR HQ: VARIANCES ARE EQUAL, F* = 2.01 WITH 18 AND 12 DF PRCB > F* = 0.2192										

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VARIABLE: QUES6

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
ADMIN2	19	1.84210526	1.11868762	0.25664454	1.00000000	5.00000000	UNEQUAL	0.5180	26.2	0.8088
COUNS2	13	1.69230769	0.48038446	0.13323468	1.00000000	2.00000000	EQUAL	0.4532	30.0	0.6536
FOR HO: VARIANCES ARE EQUAL, F* = 5.42 WITH 18 AND 12 DF PROCB > F* = 0.0047										

VARIABLE: QUES7

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
ADMIN2	19	4.36842105	1.11607080	0.25604420	1.00000000	5.00000000	UNEQUAL	0.8661	24.3	0.3949
COUNS2	13	4.00000000	1.22474487	0.33968311	1.00000000	5.00000000	EQUAL	0.8618	30.0	0.3849
FOR HO: VARIANCES ARE EQUAL, F* = 1.20 WITH 12 AND 18 DF PROB > F* = 0.7009										

VARIABLE: QUES8

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
ADMIN2	19	4.52631579	0.77232845	0.17718430	2.00000000	5.00000000	UNEQUAL	0.2838	30.0	0.7785
COUNS2	13	4.46153846	0.51867452	0.14390990	4.00000000	5.00000000	EQUAL	0.2838	30.0	0.7938
FOR HO: VARIANCES ARE EQUAL, F* = 2.22 WITH 18 AND 12 DF PROB > F* = 0.1632										

VARIABLE: QUES9

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
ADMIN2	19	3.73684211	0.93345864	0.21415010	1.00000000	5.00000000	UNEQUAL	0.4338	30.0	0.6676
COUNS2	13	3.61538462	0.65044364	0.18040061	2.00000000	4.00000000	EQUAL	0.4056	30.0	0.6879
FOR HO: VARIANCES ARE EQUAL, F* = 2.06 WITH 18 AND 12 DF PROB > F* = 0.2046										

VARIABLE: QUES10

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
ADMIN2	19	4.05263158	0.77986354	0.17891297	3.00000000	5.00000000	UNEQUAL	-0.0879	26.4	0.9306
COUNS2	13	4.07692308	0.75955453	0.21066252	3.00000000	5.00000000	EQUAL	-0.0874	30.0	0.9309
FOR HO: VARIANCES ARE EQUAL, F* = 1.05 WITH 18 AND 12 DF PROCB > F* = 0.5455										

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VARIABLE: QUES11

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
ADMIN2	19	4.47368421	0.51298918	0.11768779	4.00000000	5.00000000	UNEQUAL	0.4861	26.2	0.6309
COUNS2	13	4.38461538	0.50636968	0.14044168	4.00000000	5.00000000	EQUAL	0.4849	30.0	0.6313
FOR HQ: VARIANCES ARE EQUAL, F* = 1.03 WITH 18 AND 12 DF PROB > F* = 0.5657										

VARIABLE: QUES12

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
ADMIN2	19	1.21052632	0.53530338	0.12280702	1.00000000	3.00000000	UNEQUAL	-0.1171	28.9	0.9076
COUNS2	13	1.23076923	0.43852901	0.12162606	1.00000000	2.00000000	EQUAL	-0.1127	30.0	0.9110
FOR HQ: VARIANCES ARE EQUAL, F* = 1.49 WITH 18 AND 12 DF PROB > F* = 0.4660										

VARIABLE: QUES13

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
ADMIN2	19	4.10526316	0.65783625	0.15091799	3.00000000	5.00000000	UNEQUAL	0.7030	23.4	0.4890
COUNS2	13	3.92307692	0.75955453	0.21066252	3.00000000	5.00000000	EQUAL	0.7228	30.0	0.4754
FOR HQ: VARIANCES ARE EQUAL, F* = 1.33 WITH 12 AND 18 DF PROB > F* = 0.5645										

VARIABLE: QUES14

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
ADMIN2	19	3.84210526	0.83421007	0.19138091	2.00000000	5.00000000	UNEQUAL	0.2431	26.0	0.8099
COUNS2	13	3.76923077	0.83205029	0.23076923	3.00000000	5.00000000	EQUAL	0.2430	30.0	0.8097
FOR HQ: VARIANCES ARE EQUAL, F* = 1.01 WITH 18 AND 12 DF PROB > F* = 1.0000										

VARIABLE: QUES15

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
ADMIN2	19	4.47368421	0.51298918	0.11768779	4.00000000	5.00000000	UNEQUAL	1.0428	20.1	0.3095
COUNS2	13	4.23076923	0.72501105	0.20108189	3.00000000	5.00000000	EQUAL	1.1123	30.0	0.2749
FOR HQ: VARIANCES ARE EQUAL, F* = 2.00 WITH 12 AND 18 DF PROB > F* = 0.1791										

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VARIABLE: QUES16

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCE > ITI
ADMIN2	19	3.52631579	1.02026255	0.23406428	2.00000000	5.00000000	UNEQUAL	1.1544	29.3	0.2576
COUNS2	13	3.15384615	0.80064077	0.22205780	2.00000000	4.00000000	EQUAL	1.1025	30.0	0.2790
FOR HO: VARIANCES ARE EQUAL, F* = 1.62 WITH 18 AND 12 DF PROB > F* = 0.3949										

VARIABLE: QUES17

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCE > ITI
ADMIN2	19	2.57894737	1.30451308	0.29927583	1.00000000	5.00000000	UNEQUAL	-1.1190	27.3	0.2728
COUNS2	13	3.07692308	1.18754217	0.32936494	1.00000000	5.00000000	EQUAL	-1.0989	30.0	0.2806
FOR HO: VARIANCES ARE EQUAL, F* = 1.21 WITH 18 AND 12 DF PROB > F* = 0.7546										

VARIABLE: QUES18

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCE > ITI
ADMIN2	19	2.05263158	0.84811452	0.19457082	1.00000000	4.00000000	UNEQUAL	-0.3428	26.9	0.7344
COUNS2	13	2.15384615	0.80064077	0.22205780	1.00000000	4.00000000	EQUAL	-0.3390	30.0	0.7370
FOR HO: VARIANCES ARE EQUAL, F* = 1.12 WITH 18 AND 12 DF PROB > F* = 0.8583										

VARIABLE: QUES19

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCE > ITI
ADMIN2	19	2.00000000	0.74535599	0.17095639	1.00000000	4.00000000	UNEQUAL	-1.1417	25.8	0.2641
COUNS2	13	2.30769231	0.75106762	0.20430868	1.00000000	4.00000000	EQUAL	-1.1434	30.0	0.2619
FOR HO: VARIANCES ARE EQUAL, F* = 1.02 WITH 12 AND 18 DF PROB > F* = 0.9490										

VARIABLE: QUES20

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCE > ITI
ADMIN2	19	1.57894737	0.69248261	0.15886641	1.00000000	3.00000000	UNEQUAL	0.1889	29.7	0.8515
COUNS2	13	1.53846154	0.51887452	0.14390990	1.00000000	2.00000000	EQUAL	0.1769	30.0	0.8592
FOR HO: VARIANCES ARE EQUAL, F* = 1.78 WITH 18 AND 12 DF PROB > F* = 0.3102										

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VARIABLE: QUES21

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PROB > T
ADMIN2	19	1.89473684	0.73746841	0.16918686	1.00000000	4.00000000	UNEQUAL	0.9400	30.0	0.3547
COUNS2	13	1.69230769	0.48038446	0.13323468	1.00000000	2.00000000	EQUAL	0.8692	30.0	0.3916
FOR HO: VARIANCES ARE EQUAL, F* = 2.36 WITH 18 AND 12 DF PROB > F* = 0.1337										

VARIABLE: QUES22

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PROB > T
ADMIN2	19	1.94736842	0.62126074	0.14252699	1.00000000	4.00000000	UNEQUAL	-2.9056	25.1	0.0075
COUNS2	13	2.61538462	0.65044364	0.18040061	2.00000000	4.00000000	EQUAL	-2.9315	30.0	0.0064
FOR HO: VARIANCES ARE EQUAL, F* = 1.10 WITH 12 AND 18 DF PROB > F* = 0.8358										

VARIABLE: QUES23

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PROB > T
ADMIN2	19	1.47368421	0.51298918	0.11768779	1.00000000	2.00000000	UNEQUAL	-1.4514	23.2	0.1601
COUNS2	13	1.76923077	0.59914469	0.16617284	1.00000000	3.00000000	EQUAL	-1.4954	30.0	0.1452
FOR HO: VARIANCES ARE EQUAL, F* = 1.36 WITH 12 AND 18 DF PROB > F* = 0.5355										

VARIABLE: QUES24

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PROB > T
ADMIN2	19	1.68421053	0.58239273	0.13361005	1.00000000	3.00000000	UNEQUAL	-0.6947	23.0	0.4942
COUNS2	13	1.84615385	0.68873723	0.19102134	1.00000000	3.00000000	EQUAL	-0.7175	30.0	0.4786
FOR HO: VARIANCES ARE EQUAL, F* = 1.40 WITH 12 AND 18 DF PROB > F* = 0.5045										

VARIABLE: QUES25

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PROB > T
ADMIN2	19	4.89473684	0.31530177	0.07233519	4.00000000	5.00000000	UNEQUAL	1.1108	13.3	0.2863
COUNS2	13	4.53846154	1.12660142	0.31246302	1.00000000	5.00000000	EQUAL	1.3141	30.0	0.1988
FOR HO: VARIANCES ARE EQUAL, F* = 12.77 WITH 12 AND 18 DF PROB > F* = 0.0001										

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VARIABLE: QUES26

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
ADMIN2	19	1.47368421	0.77232845	0.17718430	1.00000000	4.00000000	UNEQUAL	0.6668	28.9	0.5102
COUNS2	13	1.30769231	0.63042517	0.17484648	1.00000000	3.00000000	EQUAL	0.6415	30.0	0.5261
FOR H0: VARIANCES ARE EQUAL, F* = 1.50 WITH 18 AND 12 DF PROB > F* = 0.4779										

VARIABLE: QUES27

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
ADMIN2	19	4.84210526	0.37463432	0.08594701	4.00000000	5.00000000	UNEQUAL	1.1743	13.8	0.2601
COUNS2	13	4.46153846	1.12660142	0.31246302	1.00000000	5.00000000	EQUAL	1.3743	30.0	0.1795
FOR H0: VARIANCES ARE EQUAL, F* = 9.04 WITH 12 AND 18 DF PROB > F* = 0.0001										

VARIABLE: QUES28

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
ADMIN2	19	1.47368421	0.61177529	0.14035088	1.00000000	3.00000000	UNEQUAL	0.8578	29.3	0.3980
COUNS2	13	1.30769231	0.48038446	0.13323468	1.00000000	2.00000000	EQUAL	0.8193	30.0	0.4191
FOR H0: VARIANCES ARE EQUAL, F* = 1.62 WITH 18 AND 12 DF PROB > F* = 0.3961										

VARIABLE: QUES29

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
ADMIN2	19	4.52631579	0.61177529	0.14035088	3.00000000	5.00000000	UNEQUAL	-0.0432	19.9	0.9659
COUNS2	13	4.53846154	0.87705802	0.24325213	2.00000000	5.00000000	EQUAL	-0.0463	30.0	0.9634
FOR H0: VARIANCES ARE EQUAL, F* = 2.06 WITH 12 AND 18 DF PROB > F* = 0.1622										

VARIABLE: QUES30

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
ADMIN2	18	1.94444444	1.10996673	0.26162167	1.00000000	5.00000000	UNEQUAL	-0.4910	24.5	0.6278
COUNS2	13	2.15384615	1.21423185	0.33676732	1.00000000	4.00000000	EQUAL	-0.4984	29.0	0.6219
FOR H0: VARIANCES ARE EQUAL, F* = 1.20 WITH 12 AND 17 DF PROB > F* = 0.7163										

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VARIABLE: QUES31

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
ADMIN2	19	3.31578947	1.00291971	0.23008556	1.00000000	4.00000000	UNEQUAL	-0.7746	24.0	0.4461
COUNS2	13	3.61538462	1.12089708	0.31088091	1.00000000	5.00000000	EQUAL	-0.7914	30.0	0.4349
FOR HQ: VARIANCES ARE EQUAL, F* = 1.25 WITH 12 AND 18 DF PROB > F* = 0.6505										

VARIABLE: QUES32

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
ADMIN2	19	3.36842105	1.01162830	0.23208345	2.00000000	5.00000000	UNEQUAL	-1.5969	23.6	0.1236
COUNS2	13	4.00000000	1.15470054	0.32025631	1.00000000	5.00000000	EQUAL	-1.6381	30.0	0.1118
FOR HQ: VARIANCES ARE EQUAL, F* = 1.30 WITH 12 AND 18 DF PROB > F* = 0.5943										

VARIABLE: QUES33

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
ADMIN2	19	3.31578947	0.82006989	0.18813693	2.00000000	4.00000000	UNEQUAL	-1.4235	23.6	0.1676
COUNS2	13	3.76923077	0.92680870	0.25705048	2.00000000	5.00000000	EQUAL	-1.4575	30.0	0.1554
FOR HQ: VARIANCES ARE EQUAL, F* = 1.28 WITH 12 AND 18 DF PROB > F* = 0.6205										

VARIABLE: QUES34

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
ADMIN2	19	4.52631579	0.61177529	0.14035088	3.00000000	5.00000000	UNEQUAL	-0.4486	28.8	0.6571
COUNS2	13	4.61538462	0.50636968	0.14044168	4.00000000	5.00000000	EQUAL	-0.4327	30.0	0.6684
FOR HQ: VARIANCES ARE EQUAL, F* = 1.46 WITH 18 AND 12 DF PROB > F* = 0.5096										

VARIABLE: QUES35

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
ADMIN2	19	3.57894737	0.76853320	0.17631301	2.00000000	5.00000000	UNEQUAL	-1.5966	27.3	0.1219
COUNS2	13	4.00000000	0.70710678	0.19611614	3.00000000	5.00000000	EQUAL	-1.5711	30.0	0.1266
FOR HQ: VARIANCES ARE EQUAL, F* = 1.18 WITH 18 AND 12 DF PROB > F* = 0.7845										

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VARIABLE: QUES36

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
ADMIN2	19	4.21052632	0.78732651	0.18062509	2.00000000	5.00000000	UNEQUAL	-1.4200	30.0	0.1659
COUNS2	13	4.53846154	0.51887452	0.14390990	4.00000000	5.00000000	EQUAL	-1.3156	30.0	0.1983
FOR HO: VARIANCES ARE EQUAL, F* = 2.30 WITH 18 AND 12 DF PROB > F* = 0.1443										

VARIABLE: QUES37

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
ADMIN2	19	4.31578947	0.67103830	0.15394674	3.00000000	5.00000000	UNEQUAL	-1.0500	29.5	0.2993
COUNS2	13	4.53846154	0.51887452	0.14390990	4.00000000	5.00000000	EQUAL	-1.0004	30.0	0.3223
FOR HO: VARIANCES ARE EQUAL, F* = 1.67 WITH 18 AND 12 DF PROB > F* = 0.3663										

VARIABLE: QUES38

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
ADMIN2	19	4.36842105	0.59726472	0.13702192	3.00000000	5.00000000	UNEQUAL	-1.6947	29.1	0.1008
COUNS2	13	4.69230769	0.48038446	0.13323468	4.00000000	5.00000000	EQUAL	-1.6258	30.0	0.1145
FOR HO: VARIANCES ARE EQUAL, F* = 1.55 WITH 18 AND 12 DF PROB > F* = 0.4457										

VARIABLE: QUES39

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
ADMIN2	19	3.36842105	1.16478545	0.26722011	1.00000000	5.00000000	UNEQUAL	-0.4302	27.6	0.6704
COUNS2	13	3.53846154	1.05003052	0.29122607	2.00000000	5.00000000	EQUAL	-0.4217	30.0	0.6763
FOR HO: VARIANCES ARE EQUAL, F* = 1.23 WITH 18 AND 12 DF PROB > F* = 0.7274										

VARIABLE: QUES40

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
ADMIN2	19	4.38888889	0.77754432	0.18326895	2.00000000	5.00000000	UNEQUAL	-0.9810	28.8	0.3348
COUNS2	13	4.61538462	0.50636968	0.14044168	4.00000000	5.00000000	EQUAL	-0.9170	29.0	0.3667
FOR HO: VARIANCES ARE EQUAL, F* = 2.36 WITH 17 AND 12 DF PRCB > F* = 0.1357										

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VARIABLE: QUES41

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
ADMIN2	19	4.68421053	0.47756693	0.10956137	4.00000000	5.00000000	UNEQUAL	1.7750	17.4	0.0934
COUNS2	13	4.23076923	0.83205029	0.23076923	2.00000000	5.00000000	EQUAL	1.9585	30.0	0.0593
FOR H0: VARIANCES ARE EQUAL, F* = 3.04 WITH 12 AND 18 DF PROB > F* = 0.0330										

VARIABLE: QUES42

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
ADMIN2	19	4.68421053	0.47756693	0.10956137	4.00000000	5.00000000	UNEQUAL	1.2311	24.5	0.2300
COUNS2	13	4.46153846	0.51887452	0.14390990	4.00000000	5.00000000	EQUAL	1.2510	30.0	0.2206
FOR H0: VARIANCES ARE EQUAL, F* = 1.18 WITH 12 AND 18 DF PROB > F* = 0.7290										

VARIABLE: QUES43

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
ADMIN2	19	4.52631579	0.61177529	0.14035088	3.00000000	5.00000000	UNEQUAL	1.1297	29.3	0.2678
COUNS2	13	4.30769231	0.48038446	0.13323468	4.00000000	5.00000000	EQUAL	1.0790	30.0	0.2892
FOR H0: VARIANCES ARE EQUAL, F* = 1.62 WITH 18 AND 12 DF PROB > F* = 0.3961										

VARIABLE: QUES44

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
ADMIN2	19	4.10526316	1.19697474	0.27460484	1.00000000	5.00000000	UNEQUAL	-0.2959	26.4	0.7696
COUNS2	13	4.23076923	1.16575056	0.32332103	1.00000000	5.00000000	EQUAL	-0.2944	30.0	0.7705
FOR H0: VARIANCES ARE EQUAL, F* = 1.05 WITH 18 AND 12 DF PROB > F* = 0.9496										

VARIABLE: QUES45

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
ADMIN2	19	4.52631579	0.96427411	0.22121965	1.00000000	5.00000000	UNEQUAL	-0.3399	28.5	0.7364
COUNS2	13	4.61538462	0.50636968	0.14044168	4.00000000	5.00000000	EQUAL	-0.3045	30.0	0.7629
FOR H0: VARIANCES ARE EQUAL, F* = 3.63 WITH 18 AND 12 DF PROB > F* = 0.0273										

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VARIABLE: QUES46

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
ADMIN2	19	4.05263158	0.52426501	0.12027464	3.00000000	5.00000000	UNEQUAL	1.4980	19.9	0.1499
COUNS2	13	3.69230769	0.75106762	0.20830868	3.00000000	5.00000000	EQUAL	1.6019	30.0	0.1197
FOR HQ: VARIANCES ARE EQUAL, F* = 2.05 WITH 12 AND 18 DF PRGB > F* = 0.1630										

VARIABLE: QUES47

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
ADMIN2	19	4.31578947	0.67103830	0.15394674	3.00000000	5.00000000	UNEQUAL	0.9155	23.7	0.3692
COUNS2	13	4.07692308	0.75955453	0.21068252	3.00000000	5.00000000	EQUAL	0.5376	30.0	0.3559
FOR HQ: VARIANCES ARE EQUAL, F* = 1.28 WITH 12 AND 18 DF PRGB > F* = 0.6164										

VARIABLE: QUES48

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
ADMIN2	19	4.36842105	0.68398557	0.15691705	3.00000000	5.00000000	UNEQUAL	1.6551	19.8	0.1137
COUNS2	13	3.84615385	0.98709623	0.27377124	2.00000000	5.00000000	EQUAL	1.7721	30.0	0.0865
FOR HQ: VARIANCES ARE EQUAL, F* = 2.08 WITH 12 AND 18 DF PRGB > F* = 0.1548										

VARIABLE: QUES49

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
ADMIN2	19	4.73684211	0.45241393	0.10379087	4.00000000	5.00000000	UNEQUAL	0.2637	24.9	0.7942
COUNS2	13	4.69230769	0.48038446	0.13323468	4.00000000	5.00000000	EQUAL	0.2666	30.0	0.7915
FOR HQ: VARIANCES ARE EQUAL, F* = 1.13 WITH 12 AND 18 DF PRGB > F* = 0.7948										

VARIABLE: QUES50

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
ADMIN2	19	4.42105263	0.60697698	0.13925007	3.00000000	5.00000000	UNEQUAL	-0.2022	28.4	0.8412
COUNS2	13	4.46153846	0.51887452	0.14390990	4.00000000	5.00000000	EQUAL	-0.1962	30.0	0.8458
FOR HQ: VARIANCES ARE EQUAL, F* = 1.37 WITH 18 AND 12 DF PRGB > F* = 0.5874										

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VARIABLE: QUES51

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
ADMIN2	19	3.42105263	1.12129833	0.25724348	1.00000000	5.00000000	UNEQUAL	-0.0963	24.8	0.9240
COUNS2	13	3.46153846	1.19828938	0.33234568	2.00000000	5.00000000	EQUAL	-0.0976	30.0	0.9229
FOR HO: VARIANCES ARE EQUAL, F* = 1.14 WITH 12 AND 18 DF PROB > F* = 0.7762										

VARIABLE: QUES52

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
ADMIN2	19	3.78947368	0.71328250	0.16363823	2.00000000	5.00000000	UNEQUAL	0.2948	19.7	0.7712
COUNS2	13	3.69230769	1.03155347	0.28610146	2.00000000	5.00000000	EQUAL	0.3158	30.0	0.7544
FOR HO: VARIANCES ARE EQUAL, F* = 2.09 WITH 12 AND 18 DF PROB > F* = 0.1525										

VARIABLE: QUES53

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
ADMIN2	19	3.52631579	0.90482786	0.20758175	2.00000000	5.00000000	UNEQUAL	0.8945	25.5	0.3794
COUNS2	13	3.23076923	0.92680870	0.25705048	2.00000000	5.00000000	EQUAL	0.8987	30.0	0.3760
FOR HO: VARIANCES ARE EQUAL, F* = 1.05 WITH 12 AND 18 DF PROB > F* = 0.9004										

VARIABLE: QUES54

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
ADMIN2	19	3.52631579	0.61177529	0.14035088	2.00000000	4.00000000	UNEQUAL	1.1302	17.4	0.2713
COUNS2	13	3.15384615	1.06818802	0.29626205	2.00000000	5.00000000	EQUAL	1.2540	30.0	0.2195
FOR HO: VARIANCES ARE EQUAL, F* = 3.05 WITH 12 AND 18 DF PROB > F* = 0.0324										

VARIABLE: QUES55

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRCB > T
ADMIN2	19	2.36842105	0.68398557	0.15691705	1.00000000	4.00000000	UNEQUAL	-2.2524	22.8	0.0315
COUNS2	13	3.00000000	0.81649658	0.22645541	2.00000000	4.00000000	EQUAL	-2.3717	30.0	0.0243
FOR HO: VARIANCES ARE EQUAL, F* = 1.42 WITH 12 AND 18 DF PROB > F* = 0.4825										

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VARIABLE: QUES56

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
ADMIN2	19	2.15789474	0.83421007	0.19138091	1.00000000	4.00000000	UNEQUAL	-0.2431	28.0	0.8099
COUNS2	13	2.23076923	0.83205029	0.23076923	1.00000000	4.00000000	EQUAL	-0.2430	30.0	0.8097
FOR HO: VARIANCES ARE EQUAL, F* = 1.01 WITH 18 AND 12 DF PROB > F* = 1.0000										

VARIABLE: QUES57

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
ADMIN2	19	2.73684211	1.04573766	0.23990867	1.00000000	4.00000000	UNEQUAL	-1.2756	28.0	0.2120
COUNS2	13	3.15384615	0.80064077	0.22205780	2.00000000	4.00000000	EQUAL	-1.2128	30.0	0.2347
FOR HO: VARIANCES ARE EQUAL, F* = 1.71 WITH 18 AND 12 DF PROB > F* = 0.3480										

VARIABLE: QUES58

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
ADMIN2	19	3.15789474	0.83421007	0.19138091	1.00000000	4.00000000	UNEQUAL	1.5260	28.0	0.1388
COUNS2	13	2.69230769	0.85485041	0.23709285	1.00000000	4.00000000	EQUAL	1.5353	30.0	0.1352
FOR HO: VARIANCES ARE EQUAL, F* = 1.05 WITH 12 AND 18 DF PROB > F* = 0.8951										

VARIABLE: QUES59

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
ADMIN2	19	2.31578947	0.88522637	0.20308486	1.00000000	5.00000000	UNEQUAL	-0.8942	28.0	0.3759
COUNS2	13	2.61538462	0.96076892	0.26646936	1.00000000	4.00000000	EQUAL	-0.9085	30.0	0.3709
FOR HO: VARIANCES ARE EQUAL, F* = 1.10 WITH 12 AND 18 DF PROB > F* = 0.7320										

VARIABLE: QUES60

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PROB > T
ADMIN2	19	3.94736842	0.91126799	0.20905922	1.00000000	5.00000000	UNEQUAL	0.5721	28.0	0.5719
COUNS2	13	3.76923077	0.83205029	0.23076923	2.00000000	5.00000000	EQUAL	0.5621	30.0	0.5782
FOR HO: VARIANCES ARE EQUAL, F* = 1.20 WITH 18 AND 12 DF PROB > F* = 0.7630										

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VARIABLE: QUES61

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
ADMIN2	19	2.47368421	1.07333442	0.24623980	1.00000000	4.00000000	UNEQUAL	-0.7272	24.5	0.4740
COUNS2	13	2.76923077	1.16575056	0.32332103	1.00000000	4.00000000	EQUAL	-0.7389	30.0	0.4657

FOR HQ: VARIANCES ARE EQUAL, F* = 1.18 WITH 12 AND 18 DF PROB > F* = 0.7300

VARIABLE: QUES62

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
ADMIN2	19	2.31578947	0.88522637	0.20308486	1.00000000	4.00000000	UNEQUAL	-0.4331	24.4	0.6687
COUNS2	13	2.46153846	0.96741792	0.26831346	1.00000000	4.00000000	EQUAL	-0.4406	30.0	0.6626

FOR HQ: VARIANCES ARE EQUAL, F* = 1.19 WITH 12 AND 18 DF PROB > F* = 0.7125

VARIABLE: QUES63

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
ADMIN2	19	1.84210526	0.76471911	0.17543860	1.00000000	4.00000000	UNEQUAL	-0.9567	21.5	0.3464
COUNS2	13	2.15384615	0.98709623	0.27377124	1.00000000	4.00000000	EQUAL	-1.0064	30.0	0.3223

FOR HQ: VARIANCES ARE EQUAL, F* = 1.67 WITH 12 AND 18 DF PROB > F* = 0.3178

VARIABLE: QUES64

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
ADMIN2	19	4.00000000	0.66666667	0.15294382	2.00000000	5.00000000	UNEQUAL	1.3267	17.8	0.2014
COUNS2	13	3.53846154	1.12660142	0.31246302	2.00000000	5.00000000	EQUAL	1.4572	30.0	0.1555

FOR HQ: VARIANCES ARE EQUAL, F* = 2.86 WITH 12 AND 18 DF PROB > F* = 0.0436

VARIABLE: QUES65

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	CF	PRCB > T
ADMIN2	19	1.94736842	0.77986354	0.17891297	1.00000000	4.00000000	UNEQUAL	-1.0678	21.1	0.2977
COUNS2	13	2.30769231	1.03155347	0.28610146	1.00000000	4.00000000	EQUAL	-1.1259	30.0	0.2691

FOR HQ: VARIANCES ARE EQUAL, F* = 1.75 WITH 12 AND 18 DF PROB > F* = 0.2749

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VARIABLE: QUES66

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRGB > T
ADMIN2	19	2.21052632	0.91766294	0.21052632	1.00000000	4.00000000	UNEQUAL	0.9652	28.8	0.3425
COUNS2	13	1.92307692	0.75955453	0.21066252	1.00000000	4.00000000	EQUAL	0.9309	30.0	0.3594

FOR HO: VARIANCES ARE EQUAL, F* = 1.46 WITH 18 AND 12 DF PROB > F* = 0.5096

VARIABLE: QUES67

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRGB > T
ADMIN2	19	2.68421053	0.74926865	0.17189402	2.00000000	4.00000000	UNEQUAL	0.8083	25.3	0.4265
COUNS2	13	2.46153846	0.77625003	0.21529302	2.00000000	4.00000000	EQUAL	0.8138	30.0	0.4222

FOR HO: VARIANCES ARE EQUAL, F* = 1.07 WITH 12 AND 18 DF PROB > F* = 0.8668

VARIABLE: QUES68

SPECCOD	N	MEAN	STD DEV	STD ERROR	MINIMUM	MAXIMUM	VARIANCES	T	DF	PRGB > T
ADMIN2	19	3.68421053	0.74926865	0.17189402	2.00000000	5.00000000	UNEQUAL	1.3941	25.9	0.1751
COUNS2	13	3.30769231	0.75106762	0.20830868	2.00000000	4.00000000	EQUAL	1.3948	30.0	0.1733

FOR HO: VARIANCES ARE EQUAL, F* = 1.00 WITH 12 AND 18 DF PROB > F* = 0.5646

659

660

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